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ABSTRACT

This handbook is intended as reference material for Ohio's PRIDE (Program Review for the Improvement, Development, Expansion of Vocational Education and Guidance) Vocational Eduation Planning Districts (VEPDs) coordinators, service representatives, and instructional chairpersons. It is divided into four content areas. The section on the PRIDE process and followup explains the legal mandate for PRIDE and the very basic PRIDE process within the VEPD/school district. It also discusses followup as an accountability tool and its various processes within the state to aid in the improvement of programming for youth and adults. The section on curriculum/instruction is divided into three topics: curriculum--course of study (development of the course of study using the Instructional System Design model and State Department of Education requirements), advisory committee (its role and involvement and effective uses), and academic alliance (correlation of vocational material into the academic program). A section on equity provides information on legislation requiring equal access and the special concerns of sex equity and handicapped equity. The final section on services describes the nine dimensions of a guidance program and discusses career development and sources of occupational and education information. (YLB)

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PRIDE RESOURCE HANDBOOK

PURPOSE

This handbook is intended as reference material for Ohio's PRIDE (Program Review for the Improvement, Development, Expansion and Vocational Education and Guidance) VEPD coordinators, service representatives, and instructional chairpersons. Since the audiences are quite different, not all material contained in this document will be useful for all individuals. Use the information as needed and refer to the handbook when questions arise. If more information is needed, additional resource persons are listed at the end of each section.

There are four areas covered in the handbook each with its own characteristics when applied to vocational education:

PRIDE Process/Follow-up
Curriculum/Instruction
Equity
Services

Each of these has been divided into sections so that needed information can be easily accessed.

Certain central concerns arise out of PRIDE self-reviews each year. This handbook and the in-service program associated with it are designed to help eliminate or minimize the problems arising from the local self-reviews and state staff visitations. Hopefully, the user will be better informed and more knowledgeable as to where to seek information by attending the PRIDE inservice and reading this PRIDE Resource Handbook.

OVERVIEW

Content Area		Primary Purpose
I.	PRIDE Process/Follow-up	Explains the legal mandate for PRIDE and the basic PRIDE process within the VEPD/school district. Follow-up as an accountability tool and its various processes within the State to aid in the improvement of programming for youth and adults is also discussed.
II.	Curriculum/Instruction	
	A. Curriculum--Course of Study	Explains that the course of study is developed using the ISD (Instructional Systems Design) model and what is required by the State Department of Education.

	B. Advisory Committee	Explains the role and involvement of local program advisory committees and emphasizes the continual and effective uses of advisory committees.
	C. Academic Alliance	Emphasis is given on how academic programs can enhance the vocational training by correlating material from the vocational course of study into the academic program.
III.	Equity	
	A. Civil Rights	An explanation of legislation requiring equal access to all programs and how this can be adopted in all vocational program.
	B. Sex Equity	Describes need for equitable treatment of all students according to sex including the recruitment and development of non-traditional students into our vocational programs.
	C. Handicapped	Emphasis in this section is given to the development of programs for handicapped students including the writing and/or implementing of IEP's (Individual Educational Plans).
IV.	Services	
	A. Guidance Services	This section provides suggestions on how guidance services can help each educator in dealing with student problems and developing the student's vocational needs.
	B. Career Development/ OCIS	Explains the need for more career exploration and sources for students to receive additional information about career planning.

THANKS FOR DEVELOPMENT BY GEORGE STERLING, PRIDE COORDINATOR

The resource notebook idea and development is especially indebted to Southeast Team Captain, Phil DeVeny who chaired the development committee. Former team captain and recent retiree from Marketing Education William Munro acted as a consultant, advisor, and wrote part of the material. Suzanne Sommers also deserves special credit for all the time she spent editing, assisting with revisions, and typing. Others who took a very active part in the committee work and in the writing include Carol Whitney, Sex Equity Coordinator; Lawrence Dennis, Special Education Coordinator; Estelle Diehl, Civil Rights Coordinator; Dr. Gail Henderson, Supervisor for Communications and Interagency Initiatives; Sonia Price, Assistant Director of Secondary Programs; and John Chatman, Supervisor Guidance Section of Division of Educational Services.

PRIDE PROCESS

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OHIO PROGRAM REVIEW FOR IMPROVEMENT, DEVELOPMENT AND EXPANSION OF VOCATIONAL EDUCATION AND GUIDANCE
OVERVIEW

MANDATES

The PRIDE self-review process has been developed to meet the regulations of the following legal mandates:

1. The "Minimum Standards for Ohio High Schools," Standard EDb-403-07 Evaluation and Research.

2. The "Ohio State Plan for the Administration of Vocational Education."

3. The Carl D. Perkins Vocational Education Act 1984, PL 98-524 Sec. 113(b)(9).

To effectively meet these mandates all Vocational Education Planning Districts (VEPD) in the State of Ohio will complete a self-review process every five years. Although reviews are conducted each school year, only one-fifth of the total planning districts are involved during any given year. The five year cycle will provide the review teams to complete the PRIDE process in all Vocational Education Planning Districts.

PRIDE SELF REVIEW COMMITTEES

Introduction

The information contained in this section will assist the vocational program instructor, counselor, or administrator to organize self-review advisory committees to meet the objectives of the PRIDE process. Self-review advisory committees are required for the successful implementation of the PRIDE process.

The mission of the PRIDE self-review committees will be to examine and evaluate the various components of the vocational programs that are available to students enrolled in a VEPD or local school district. Self-review committees are appointed to improve, develop, and expand vocational administration, guidance, and instructional programs throughout the state of Ohio.

Self-review advisory committees (6-10 members) will be organized to examine and evaluate each of the following areas of Vocational Education in the VEPD or local school system:

Education Administration
Adult Education
Agricultural Education
Business Education
Career Education
Guidance programs (vocationally funded)
Home Economics - Consumer Homemaking
Home Economics - Job Training
Home Economics - Displaced Homemakers-Transitions-GRADS
Marketing Education
Occupational Work Adjustment
Occupational Work Experience
Special Needs
Trade and Industrial and Health Occupations

A self-review committee will be appointed for each vocational instructional program and vocationally funded guidance program offered in the VEPD or local school system. For the administrative review, a self-review committee will be appointed for each VEPD or local school district that offers vocational education programs.

Specialized booklets, called program review instruments, will be made available in sufficient numbers for each member of the various self-review committees. Utilizing the appropriate review instruments, committee members will attend on-site meetings to examine and evaluate an assigned vocational instructional program, vocationally funded guidance program, or vocational

administrative program. Program review instruments are also available for review of adult, career education, and special needs programs.

Committee evaluations will be compiled by the chairperson into one report, and copies will be made available to the school principal, the service representative, and the appropriate state supervisor.

Organizing Self-Review Committees

The Program Review booklets describe self-review advisory committees as:

> Composed of representatives from the general public including at least one representative from: (1) business, (2) industry, and (3) labor (representation should also include both sexes, appropriate representation of the racial and ethnic minorities, and handicaps, found in the program areas, schools, community, or region). The advisory committee shall provide the school and program instructors with direction and advice in program planning.

Step 1 The first consideration of the administrator, counselor, or program instructor will be the identification of appropriate community or school persons who will be selected to assist in the various program self-reviews. To meet the requirements of this objective, administrators, service representatives, and instructors will combine their efforts to prepare a list of community persons who will be asked to serve as committee members.

The committee appointees (6-10) must meet the mandates identified in the above paragraph. See the Procedure Guide (pages 6, 10, 11) for self-review representation.

Step 2 Identify a program review chairperson who is knowledgeable about the specific instructional program, vocationally funded guidance program, or administrative program. Each chairperson will plan and conduct the self-review activities using the appropriate program review instrument. Following is a list of vocational programs and chairpersons:

Vocational Program	Temporary or Permanent Chairperson
Administrative Review	Superintendent
Adult Program Review	Adult Coordinator
Career Education	Career Coordinator
Guidance Program Review (Vocationally funded only)	Vocational Counselor
Instructional Program Review	Teacher/Coordinator
Special Needs Review	Teacher

Step 3 To determine willingness to serve on the self-review committee, appointees should be contacted by letter, phone call, or personal visit. Because of the need to explain the program review instrument, a personal contact is preferable.

Step 4 Obtain a commitment from each appointee to examine the program review instrument, and to meet as a member of the committee in the school building for the necessary meetings. In order to complete a detailed review, a minimum of two meetings are usually required. The committee members will approve and sign the final "Summary Report." Arrange for date, time, and place of meetings.

Step 5 (Instructional Programs Only) Set a visitation schedule for committee members to visit with the students working in the classroom and/or laboratory. Committee members may elect to observe the students as a team, or on an individual basis.

Meeting Preparation

Detailed preparation is essential to the success of each self-review committee meeting. The chairperson must be thoroughly informed about the PRIDE process and the program review instrument.

Although committee members have had an opportunity to examine the program review instrument prior to the first meeting, some statements may need additional explanation. Therefore, a packet of appropriate information should be prepared for each committee member. A similar packet should be prepared for the state supervisor visit.

Step 1 (Instructional Programs Only) Committee packets may contain the following items:

Vocational Education Philosophy
Program Description
Curriculum Outline
Youth Club Organization
Parental Agreement Form
Training Agreement Form
List of Students and Career Goals
Teacher Resume Sheet

Step 2 (Instructional Programs Only) Read each statement in the program review instrument to determine exhibits to be placed on a desk or table for examination. For example: Course of study, textbooks and trade journals, workbooks, advisory committee minutes, test samples, daily lesson plans, follow-up studies, etc.

Step 3 Meet with service representative and principal to set meeting dates.

Step 4 Two weeks prior to the first meeting, send a reminder letter to each committee member confirming the date, time, and place of the

program review. A map locating the school building and an agenda should be included. Following is a sample letter:

DATE

Dear MEMBER:

Just a reminder that our first meeting of the (NAME) Program Review Advisory Committee will be held on (DATE), at (TIME), in the (PLACE). Please bring your review booklet to the meeting.

Our objective will be to examine and discuss the booklet statements relating to each component of the (NAME) program and to record strengths or needed improvements.

Enclosed find a map and an agenda for the meeting.

Sincerely,

(YOUR NAME)

The Meeting Activities

The specific purpose of the PRIDE self-review committee, that of vocational program review for improvement, development, and expansion, should be the focus of the meeting. Start and finish on the agreed time.

Suggested Activities:

1. Have name cards and packets of material available.
2. Introduction of each member. (Issue name cards and packets)
3. Brief explanation of the objectives of the meeting. Identify material enclosed in the packet and indicate additional exhibits that are available for examination.
4. Begin with the first section of the review instrument. Allow time for questions and discussion of each statement. Encourage the members to rate each statement and list recommendations as each item is discussed.
5. Complete one section of the instrument before moving on to the next section.
6. If time does not permit all sections to be completed, set another meeting date.
7. Adjournment.

NOTE: Summarize all ratings and recommendations into one booklet. Have all members agree to the "Final Summary" report, and initial final instrument.

Copies of the "Final Summary" report should be given to the principal, the service representative, and the state supervisor.

Self-Review Committee Follow-up

With the completion of the "Final Summary," the mission of the Program Review Advisory Committee will have ended. However, the chairperson has the obligation to thank the committee members for their contribution to the PRIDE process.

The services of the members of the Program Review Advisory Committee should be recognized by an award certificate and a letter of appreciation.

SAMPLE LETTER

DATE

Dear (MEMBER) :

Your contributions as a member of the PRIDE Self-Review Committee is highly appreciated.

Please accept this award certificate and the many thanks from the students of the (NAME) program. We are looking toward the future, and hope to implement your recommendations during this school year.

Sincerely,

YOUR NAME

NOTE: The follow-up column should be completed and sent to the VEPD Coordinator prior to the first Friday in April of the school year following the PRIDE review. The report will be submitted to the appropriate state supervisor within the first week of April. The review committee members should be notified of the results.

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Office of Educational Research and Improvement
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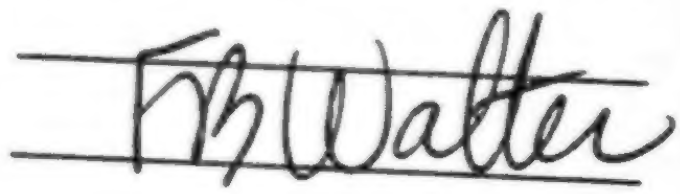

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FOLLOW-UP

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OHIO PLACEMENT AND FOLLOW-UP OF VOCATIONAL COMPLETERS

FOLLOW-UP REPRESENTS AN ACCOUNTABILITY TOOL

Annual follow-up of Ohio's secondary, postsecondary and long-term program completers reflects the economic benefits derived from completing a vocational job training program supported by investment of both individuals and tax funds to justify existence of all the job training vocational programs. Even with Ohio's severely depressed economy in school year 1982-1983 87.4 percent of the secondary program completers available for work obtained jobs with only 12.6 percent being unemployed. This unemployment rate among vocationally prepared youth compared to the 22.8 percent unemployment attributed to age bracket 21 and under in Ohio indicates the benefits of indepth vocational preparation.

The postsecondary and adult program completers in school year 1982-1983 available for work had 94.2 percent working versus only 5.8 percent unemployed. For the same period, Ohio's adult unemployment rate was 10.3 percent which was almost twice as high as the 5.8 percent for vocational program completers. With the half as much unemployment rate, vocational job training appears to be a sound investment for the state and the vocational program completers.

STUDENT FOLLOW-UP (VE-23S) FEDERAL REPORTING REQUIREMENT

Annual results of student employment required by the National Center for Educational Statistics (NCES) are modified by the state to meet accountability requirements for both federal and state. The Executive Student Follow-up Report--Ohio format presents a computerized analysis for any program level, for only completers, or for leavers. Within the program report is the six-digit report with sex breakout on each six-digit code. This one page report by two-digit levels is utilized many times for quick reference of the total vocational education program in Ohio requested by the state assembly and various other publics for funding and long range program planning.

You will notice on the enclosed sample number one of this Executive Secondary Student Follow-up Report a set of columns "Available for Placement" with percent applied. The State Board of Education for Ohio established two "Mission for the '80's" statements applicable to this report: (1) That 60 percent or more of the students available for placement are placed in "Related Employment," and that (2) 93 percent are employed from the same age group. Due to the high state unemployment, this original placement percentage of 93 percent has been adjusted to read "at least 10 percent higher than the rate for all youth 16-21." This unemployment rate is Fiscal Year 1983 was 15 percent. In the six-digit code, and for each Local Education Agency (LEA) the items are "flagged" that do not meet this criteria. The state vocational staff are monitoring with this procedure for improving or phasing out flagged programs at the LEA level over a reasonable time span if the program not improved. The span has been set at three years to enable local personnel opportunities to make changes or to compensate for a year when economic or other variables in a given area may have created an unusal problem that will probably change over a longer time span. A sample copy of this "Below Mission Statement" level report is included as enclosure number two to assist the reader in acquiring a better understanding of these accountability requirements for long-range program effectiveness.

A five year review of the annual reports cited in the two samples indicates the outstanding success and in all probability the real dedication of the vocational teachers and the rest of the vocational education staff in preparing youth and adults for jobs rather than the unemployment rolls which leads to welfare and in many instances crime for funds.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH, SURVEY, EVALUATION AND EXEMPLARY PROGRAMS

PROGRAM LEVEL - SECONDARY
COMPLETION STATUS - COMPLETERS

EXECUTIVE STUDENT FOLLOW-UP REPORT
JULY 27, 1984

* - LESS THAN 60% RELATED
+ - 15% OR MORE UNEMPLOYED

TAXO./ TAXO. NAME	SOC REL. CODE	EMPLOYMENT STATUS: GRAND TOTAL	MILITARY	EMPLOYED-RELATED FIELD	EMPLOYED-NON-RELATED	PURSUE ADDL EDUC	UNEMPLOYED NON-ED	NOT IN LABOR FORCE	STATUS UNKNOWN	SECONDARY	PROGRAM LEVEL: P-SEC. ASSOC. DEGREE	LONG TERM ADULT	AVE. HRLY SALARY	ADDL ED REL. PROG.	AVAILABLE FOR PLACEMENT: TOTAL	EMPLOYED-RELATED RATE	EMPLOYED-NONREL RATE	UNEMP. RATE
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
AGRICULTURE	M	4474	394	1922	651	972	269	53	213	4474	0	0	4.32		2842	0.676	0.229	0.095
EDUCATION	F	1027	18	322	235	220	97	77	58	1027	0	0	3.84		654	0.492	0.359	0.148
	T	5501	412	2244	886	1192	366	130	271	5501	0	0	4.25		3496	0.642	0.253	0.105
DISTRIBUTIV	M	2416	202	1301	147	425	115	38	108	2416	0	0	4.11		1563	0.832	0.094	0.074
EDUCATION	F	3324	39	1930	165	613	186	215	176	3324	0	0	3.81		2281	0.846	0.072	0.082
	T	5740	321	3231	312	1038	301	253	284	5740	0	0	3.93		3844	0.841	0.081	0.078
HEALTH	M	96	15	30	8	20	9	1	13	96	0	0	4.53		47	0.638	0.170	0.191
EDUCATION	F	1628	25	746	188	319	119	132	99	1628	0	0	4.16		1053	0.708	0.179	0.113
	T	1724	40	776	196	339	128	133	112	1724	0	0	4.17		1100	0.705	0.178	0.116
HOME EC.	M	742	83	349	59	105	66	29	51	742	0	0	3.94		474	0.736	0.124	0.139
EDUCATION	F	2417	20	1040	221	321	320	293	202	2417	0	0	3.57		1581	0.658	0.140	0.202
	T	3159	103	1389	280	426	386	322	253	3159	0	0	3.66		2055	0.676	0.136	0.188+
BUS & OFF	M	828	121	209	121	271	44	14	48	828	0	0	4.36		374	0.559	0.324	0.118
EDUCATION	F	11121	131	4859	1542	2335	936	701	617	11121	0	0	4.13		7337	0.662	0.210	0.128
	T	11949	252	5068	1663	2606	980	715	665	11949	0	0	4.14		7711	0.657	0.216	0.127
TECHNICAL	M	0	0	0	0	0	0	0	0	0	0	0	0.00		0	0.000	0.000	0.000
EDUCATION	F	0	0	0	0	0	0	0	0	0	0	0	0.00		0	0.000	0.000	0.000
	T	0	0	0	0	0	0	0	0	0	0	0	0.00		0	0.000 *	0.000	0.000
TRADE & IND	M	18998	2241	7962	3102	2170	1719	303	1501	18998	0	0	4.48		12783	0.623	0.243	0.134
EDUCATION	F	5190	71	2442	663	622	475	563	354	5190	0	0	3.84		3580	0.682	0.185	0.133
	T	24188	2312	10404	3765	2792	2194	866	1855	24188	0	0	4.33		16363	0.636	0.230	0.134
SPECIAL NDS	M	81	12	1	1	61	3	0	3	81	0	0	4.00		5	0.200	0.200	0.600
EDUCATION	F	101	5	3	6	75	1	2	9	101	0	0	3.50		10	0.300	0.600	0.100
	T	182	17	4	7	136	4	2	12	182	0	0	3.62		15	0.267 *	0.467	0.267+
STATE	M	27635	3148	11774	4089	4024	2225	438	1937	27635	0	0	4.40		18088	0.651	0.226	0.123
TOTAL	F	24808	309	11342	3020	4505	2134	1983	1515	24808	0	0	3.96		16496	0.688	0.183	0.129
	T	52443	3457	23116	7109	8529	4359	2421	3452	52443	0	0	4.18		34584	0.668	0.206	0.126

VE-238
FISCAL YEAR 1983

STATE OF OHIO
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DIVISION OF VOCATIONAL EDUCATION
RESEARCH, SURVEY, EVALUATION AND EXEMPLARY PROGRAMS

PROG-P310R9
PAGE 1

SECONDARY COMPLETERS

BELOW MISSION STATEMENT LEVELS
JULY 31, 1984

* - LESS THAN 60% RELATED
\+ - 15% OR MORE UNEMPLOYED

051391 MAPLEWOOD AREA JT VOC SD — PORTAGE

APPL	PI	TAXO.	TAXO. NAME	TEACHER NAME	TOTAL	AVAILABLE FOR PLACEMENT: EMPLOYED: RELATED TOT	RELATED PCT		NONRELATED TOT	NONRELATED PCT		UNEMPLOYED TOT	UNEMPLOYED PCT	
051409 MAPLEWOOD AREA JT VOC SCH														
69922	00	09.0201	CHILD CARE	STROUH CHRISTINE	12	7	58	*	3	25		2	16	+
69934	00	14.0399	OFF MACHS OPR	STAATS WILDA	10	4	40	*	6	60				
69939	00	17.0302	MECHANICS	FOX RICHARD	12	6	50	*	5	41		1	8	
69944	00	17.1002	ELECTRICIAN	NICHOLAS LEONARD	14	7	50	*	3	21		4	28	+
69948	00	17.1501	COMM ELECTS	THORNBURG EDWIN	9	5	55	*	3	33		1	11	
69959	00	17.2700	PLASTICS OCC	PETRO GERALD	9	5	55	*				4	44	+
69961	00	17.3100	SMALL ENG REPR	SEARCSS THOMAS	10	4	40	*	2	20		4	40	+
69962	2A	17.9960	DIV COOP TRADE	WILKES RALPH	10	7	70		1	10		2	20	+
			DISTRICT TOTAL	NUMBER OF APPLS. =	28	309	224	72		55	17	30	9	
			ABOVE MISSION	NUMBER OF APPLS. =	20	223	179	80		32	14	12	5	
			BELOW MISSION	NUMBER OF APPLS. =	8	86	45	52	*	23	26	18	20	+

BEST COPY AVAILABLE

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614-466-2095

CURRICULUM/INSTRUCTION

COURSE OF STUDY

CONTENTS

Introduction..... 1

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IS YOUR COURSE OF STUDY IN NEED OF FIXIN'?

INTRODUCTION

No doubt each of you having heard the saying, "If it isn't broken, don't fix it." That may be true with many of our activities, but in the case of the courses of study it may not be true. As a teaching document it may have sufficient content, but it may need fixin' to meet today's business and industry needs.

With the numerous social and technological changes impacting upon occupations, it is imperative that all teachers annually review their courses of study to see that all content and strategies are pertinent. The course of study is the road map for that class in that community where the curriculum must meet the present needs of business and industry. Curriculum development is an involved process. It is time consuming, but a necessary tool for quality instruction.

The Vocational and Career Education Division, by federal legislative mandate, has identified the Instructional System Design (I.S.D.) as Ohio's system for school districts to follow in the development of courses of study for approved vocational education programs. This I.S.D. system not only encompasses the Elementary and Secondary Minimum Standards, but goes beyond into what may be considered by some authorities as components of a curriculum guide. The very nature of vocational education programming, which entails laboratory skill development and on-the-job training with correlated technical content and employability skills, necessitates a course of study which will address this management of instruction by the teacher. A topical outline of tasks and duties with program and student objectives will not suffice. It is all of this and more.

ELEMENTARY AND SECONDARY STANDARDS

The Minimum Standards for Elementary and Secondary Schools in the state of Ohio indicate that, "curriculum and instruction shall be characterized by systematic planning, articulation, implementation, and evaluation." It further implies that the course of study is the end product to this planning. A course of study is based upon the philosophy and goals of the school district with specific objectives of each program. Each course of study is to be submitted to the Ohio Department of Education, Elementary and Secondary Division, for reviewing and updating at least once every five years.

The Elementary and Secondary Division staff has defined courses of study with these components:

1. Cover Sheet

*2. Statement of Approval by Board of Education

3. Table of Contents

4. Introduction

**5. District Philosophy and Goals

6. Program Philosophy

7. Program Goals

**8. Scope and Sequence

8.1 Program Objectives
8.2 Subject Objectives

**9. Pupil Evaluation Policy

This Division has the authority by state law to assure that at least the starred component parts are contained within each course of study.

The Elementary and Secondary Division staff assumes the total responsibility for this review and the compliance letters and procedures identified in the Minimum Standards. The Department of Education internal processing procedure indicates that all school district courses of study are to be submitted to this Division as the initial step of the review process.

* Required by the Ohio Revised Code
** Required by the Minimum Standards for Elementary and Secondary Schools

VOCATIONAL EDUCATION STANDARDS

The Vocational Education course of study required components are additions to the Elementary and Secondary Minimum Standards of: (1) course outline, (2) instructional program strategies, (3) grouping and scheduling of laboratory activities, and (4) related instructional content.

The Vocational and Career Education Division staff must review each approved vocational education program every five years. Ohio has the PRIDE system as the means of evaluating each program, with the I.S.D. model an integral, required part of that evaluation. There will be some school districts on the annual elementary and secondary school inspections which will need to strengthen the I.S.D. component parts of the vocational education courses of study. They are requested to comply with the I.S.D. model by the next PRIDE evaluation in their VEPD. As the supervisory staff of vocational education review programs on the PRIDE schedule, they will give greater emphasis to course of study reviews.

SUMMARY

In an attempt to meet the specific requirements and timelines of the Ohio Minimum Standards and federal vocational legislation, it has necessitated a coordinated review procedure at the state level. It is critical that each course of study must contain identifiable component parts to meet requirements of two divisions of the Ohio Department of Education, but beyond those there may be additional components. The need for some degree of consistency is apparent, but there is an allowance for flexibility in meeting vocational education service area suggestions and school district ideas for writing courses of study.

Technical assistance is available to the school districts from the Ohio Department of Education state staff members in the Elementary and Secondary Division and the Vocational and Career Education Division.

There are five service area representatives within the Vocational and Career Education Division who are reviewers for the Division. These area state supervisors (Naomi Blodgett, Home Economics; Charlotte Coomer, Business Education; Robert Freeze, Agriculture Education; Barbara Wise, Trade and Industrial Education; and James Price, Marketing Education) can be especially helpful with the development of courses of study and the review process. There are also vocational teacher educators at the colleges and universities who have expertise in developing courses of study to meet the Vocational Education requirements.

To further your understanding of the component parts necessary for a course of study to be submitted for approval by two divisions of the Ohio Department of Education, a summary of definitions is attached.

This is not a new thrust. All teachers must have a course of study. There is usually no need to start over each year, but an annual check-up is a good preventative measure to relevant teaching. Make this a priority and fix it when it needs it!

DEFINITIONS

Course of Study - An official school district document prescribing what shall be taught based on program philosophy, goals, and objective statements.

A properly prepared course of study is a comprehensive detailed plan showing the scope and sequence of content and the organization and management of all instructional activities for a specific course in the curriculum. It is designed in cooperation with advisory committees, written by the instructor, to assist the instructor.

The course of study developed following the procedure outline will provide a basis for approval of the content by the board of education; for evaluation and monitoring of the instructional program by educational leadership; and for the teacher in determining what is to be taught, how it is to be taught, when it is to be taught, in what order, and what resources, and to what level of achievement. Any instructional activity within a shop, laboratory, or related classroom would be explainable in terms of the course of study, and its goal--enabling students enrolled to reach a job objective. ("An Instructional System Design for Vocational Education," Division of Vocational Education, p. 79)

Curriculum Guide - A document that combines both a course of study and an instructional guide.

Instructional Guide - A document based on course of study objectives that specifies learning activities and instructional materials, resources, and methods.

Each course of study submitted to the Ohio Department of Education for approval should include the components named below:

1. Cover Sheet
*2. Statement of Approval by the Board of Education
3. Table of Contents
4. Introduction
**5. District Philosophy and Goals
6. Program Philosophy
7. Program Goals
**8. Scope and Sequence
   8.1 Program Objectives
   8.2 Subject Objectives
**9. Pupil Evaluation Policy

* Required by the Revised Code
** Required by the Minimum Standards for Elementary and Secondary Schools

1 Process Model for Course of Study," Ohio Department of Education, p. 20.

District Philosophy and Goals -

- shall be formally approved by the board of education
- serves as the foundation underlying the educational efforts in a school district
- shall reflect student interests and needs identified by a broad representation of community, students, and school district staff.
- provides a rationale for programs and provides the base upon which programs are built.

Scope and Sequence - Determine program and subject objectives...to identify the content (scope) of each program at each level (sequence) of instruction.

Scope: is the content, everything contained within the program (range, totality, and/or breadth of the program.) The content is defined by the program objectives.

Sequence: gives an order of presentation of objectives between grades or within a grade, program, a subject, or a series of objectives.

Program Objectives: are broad outcome statements derived from program goals. These...reflect and define more explicitly the nature and content of the program area. They encompass several grades and/or subjects within a program.

Subject Objectives: are more specific in nature and indicate the desired learning outcomes for a given grade level or specific subject. These...facilitate grade level or subject planning and assessment. They serve as the guide for daily lesson plans...and are the basis for student grading. (Lesson plans are not a part of the course of study but implement the course of study by giving direction for instruction.)

Pupil Evaluation Policy -

- the formation of pupil evaluation policy and selection or development of specific assessment measures.
- the determination of ...how to measure attainment of the stated (subject) objectives.
- the pupil evaluation policy provides a basis for decision making.
- three types of assessments are: ...preassessments, formative, and summative.

The Vocational Education Division has determined that vocational program courses of study contain these additional requirements which are part of the Instructional Systems Design (I.S.D.):

2 Ibid., p. 21.
3 Ibid., p. 29.
4 Ibid., p. 32.
5 Ibid., p. 29.
6 Ibid., pp. 30, 31.
7 Ibid., p. 36.
8 Ibid., p. 37.

1. Course Outline Based on Task Analysis
2. Instructional Program Strategies
3. Grouping and Scheduling of Laboratory Activities
4. Related Instruction Content

1. Course Outline - a list of tasks which are selected to be taught in the local program. This list is selected by the local supervisor, instructor, and advisory committee after analyzing the occupational data.

2. Instructional Strategies - methods of planning, organizing, manipulating, and integrating facilities, equipment, instructional aids, materials, time, and students within the limits of school policy for the purpose of teaching tasks and related content.

3. Grouping and Scheduling for the Instructional Program (of Laboratory Activities) -

   Group - a series of tasks or modules grouped together for instructional purposes and placed in a general time frame.

   Schedule - a timed plan for the rotation of students through the practice of a series of tasks or modules.

   Module - a subdivision of a group of tasks or competencies composed of lessons to be taught in close sequence.

4. Related Instructional Content -

   Content - (related technical knowledge) the cognitive information and technical understanding that a worker needs to perform the manipulative tasks of the occupation and to adjust to changes required in the performance of those tasks by technological developments.

For further information contact: Sonia Price, Assistant Director
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9 "An Instruction System Design for Vocational Education," Division of Vocational Education, Columbus, Ohio, p. 80.
10 Ibid., p. 82.
11 Ibid., p. 51.
12 Ibid., p. 59.

CURRICULUM/INSTRUCTION

ADVISORY COMMITTEES

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Overview..... 1

Membership Selection..... 2

Activities..... 3

Committee Organization..... 4

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VOCATIONAL EDUCATION ADVISORY COMMITTEES

OVERVIEW

Numerous articles and books have been printed to explain effective methods of utilizing advisory committees for vocational education. This section offers suggestions for types of advisory committees, selection of membership, and committee operation.

Vocational Program Advisory Committees are formally constituted groups of persons from the community who volunteer their time and knowledge to assist educators to develop and improve the quality of instructional programs.

NOTE: All advisory committees should include members of both sexes, racial and ethnic minorities, and handicaps in the community and region served.

Three types of advisory committees are commonly found in Ohio school districts:

1. General Advisory Committees

   Provides advice to the school district on the total range of vocational offerings.

2. Craft or Occupational Committees

   Advises instructors in only one program, for example; food service or auto mechanics.

3. Ad Hoc or Special Committee

   Advises educators on specific projects. For example: Developing a new program or a PRIDE self-review.

The number of committee members will be dependent on the scope of the project to be examined. Generally, most committees will be limited to 6-10 members; an exception is recommended for the General Advisory Committee which should range in size form 10-35 members.

Advisory committees provide a positive affiliation between schools and the employment community. Committee functions include assistance in revision of the course of study, identifying tasks and skills required for employability, making recommendations for facilities and equipment, and aid in locating appropriate jobs for students. In addition, the committee will help to promote an appreciation of vocational programs in the community.

NOTE: The authority to establish instructional program advisory committees is the responsibility of the board of education and the school superintendent. Approval to establish an advisory committee does not relinquish the board authority for administrative or fiscal control of the school system.

MEMBERSHIP SELECTION

Identifying the appropriate mix of advisory committee members requires the combined efforts of the instructor, supervisor, and principal. Generally, potential members are employed or reside in the district served by the school.

The following attributes should be sought in recruiting members:

* Availability - Determine that the member will commit the time required for the meetings.

* Interest - The member must have a sincere concern for the occupational field in which he/she is employed and be willing to share their knowledge with the committee.

* Experience - Work experience in the specific instructional area is important. However, do not overlook member experience in communication, administrative positions, employee training, and civic associations.

The task of identifying members of the instructional program advisory committees can be difficult and time consuming. Some groups to consider for potential members are the following:

1. Current and graduate student
2. Parent of current student
3. Academic teacher
4. School administrator
5. Other vocational instructor
6. Current and potential employer
7. Representatives from private sector
   * Corporate firms - supervisors/employees
   * Personnel and training directors
   * Small firm entrepreneurs
   * Retirees from business and industry
   * Members of civic organizations. (See "Associations" in "Yellow Pages")

Based on the number of categories selected, such as, male, female, age group, minority, etc., one should prepare a list of names of potential members. The list may contain at least double the number of members needed, in order to assure success in obtaining appropriate membership.

ACTIVITIES

1. Organize your presentation before contacting potential members. Be prepared to answer the following questions:

    * What is the committee purpose?
    * How can my contribution help?
    * How much of my time is required?
    * When and where do we meet?

2. Contacting potential members

    * Personal visit (best)
    * Letter (better)
    * Phone call (good)

3. Obtain member commitment

4. Send letter of acceptance

5. When meeting date is set, send letter indicating date, time, and place.

COMMITTEE ORGANIZATION

Guidelines, known as by-laws, should be made available to each member of the advisory committee. The by-laws will contain the committee name, list of members, duties of officers, and policies relating to committee activities.

Before the first meeting consideration should be given to the following items:

* Approval to hold meeting
* Meeting place, time, and date
* Seating arrangements
* Chalkboard or flip chart
* Chalk or magic marker
* Should refreshments be served?
* Paper and pencils
* Meeting agenda
* Preparation of opening remarks
* Set meeting date, time and place
* Send reminder letter to members

THE INITIAL MEETING

The instructor will open the meeting by thanking the members for their interest in the vocational program and appreciation for taking time to attend today.

Although some members may know one another, introductions should be the first item on the agenda. Introductions can be made by the instructor or each member may introduce herself or himself.

Self introduction can be more meaningful to each member, and enable all members to begin forming a bond of friendship. Rather than stating just name and employment, allow the person the opportunity to add reasons for participating as a member.

Following introductions, give a brief explanation of the vocational program and the general goals of the committee. Prior to discussing specific items at this time, elect a chairperson, vice-chairperson, and secretary. You can call for nominations of chairperson; make and pass out ballots, and tally results. Continue with the same procedure for the other officers. (You may find a need to ask for volunteers.)

Following the appointment of a chairperson, the instructor will ask that the meeting be conducted by the newly elected member. The secretary will be asked to take minutes of the meeting. The instructor will be an ex-officio member rather than a voting member.

Officer Responsibilities

1. Chairperson

   * Prepare meeting agendas
   * Preside at meetings
   * Encourage discussion
   * Maintain order
   * Keep discussion on central issues

2. Vice-chairperson

   * Assist chairperson
   * Conduct meeting in absence of chairperson

3. Secretary

   * Take notes of meeting
   * Arrange for printing of minutes
   * Reading minutes of past meetings
   * Maintain records of all meetings

Effective use of the time remaining may be used to develop a listing of topics or services for committee review. Encourage the members to state subject titles relating to curriculum, facilities, students, or career objectives.

Accept all suggestions without discussion or criticism and allow the members as much time as needed. The next activity will involve setting priority ratings for each topic. The highest rated topics will be opened for discussion.

The members will seek a solution to the specific issue, and make recommendations to implement suggested improvements. Any school action taken on the recommended improvement should be related to the committee at a later meeting.

Because of time limitations it is unlikely that all topics will be reviewed. The chairperson should set another meeting date which will be satisfactory to the members.

Call for adjournment.

CURRICULUM/INSTRUCTION

ACADEMIC ALLIANCE

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ACADEMICS AND VOCATIONAL EDUCATION: A STRONGER ALLIANCE

If you've been observing and listening to vocational education activities in Ohio and the nation you know there has been a major emphasis on academic subject matter within vocational education. Articles, books, speeches, and presentations emphasize and advocate strengthening the academic foundations of vocational education. Without direct involvement in this issue it is easy to question this movement. Haven't we been providing academic content all along? Isn't that what "related" was all about? Why all this hubbub about academics? What has happened that has caused renewed emphasis on academic content? Numerous factors have come together to build a rationale or background for this renewed focus upon vocational academic content.

BACKGROUND

Business and Industry Requests

Representatives of business and industry who provide the compass for vocational education have stated with increased vigor that entry level employees need more thorough knowledge of basic academics applied to their vocational fields. This request is not to be misinterpreted as calling for the teaching of fewer vocational skills. The intent of the request is to build vocational skills upon strong academic foundations. Business and industry personnel ask that academic concepts be dovetailed into the vocational education needs.

Increased Social Expectations

The public has been bombarded and sometimes confused by numerous national reports on the status of education. From A Nation At Risk, probably the best known critical review, to the more recent Unfinished Agenda: The Role of Vocational Education in the High School these reports have brought about greater expectations for outcomes of academics and applied academics.

Increased Graduation and College Entrance Requirements

Ohio and other states as well have increased graduation requirements. In addition, the articulation agreement between the Ohio Department of Education and the Ohio Board of Regents has affected students' decision making related to program selection. The opportunity for students to select vocational education has been narrowed, and enrollment decreases are evident.

Federal Legislative Intent

The recent Carl D. Perkins Vocational Education Act has highlighted the need for underlying academic principles within vocational education coursework. No previous federal vocational education law has emphasized the need for academic foundations to this degree. It signals a recognition of the importance of academic principles to vocational education and in turn has the potential of being influential to state and local policymakers.

Educational Philosophy

Beyond all other rationale, there is a felt need for students to have stronger academic basics related to their vocational programs. Contact with employers and experiences with former students indicate that lifetime employment activities necessitate the mastering of basic academic principles. Vocational teachers have relayed that, though they feel they do an adequate job of teaching related academic content, they regret the time necessary to adequately serve students needing remedial assistance.

Note that none of this rationale is based on failure of teachers -- academic or vocational -- to "do their job." Rather, these reasons are part of a collective set of circumstances that have led vocational educators in Ohio to look to new pathways to vocational education excellence.

STRATEGIES FOR ACTION

What can be done to help strengthen these academic foundations of vocational education? Numerous strategies for action have been identified. These may be applied individually in the classroom or as a group effort with total school district cooperation.

Identify academic concepts and accompanying strategies needed in specific skill training. Vocational courses of study are major sources for identifying academic concepts. Compare and coordinate academic concepts within various programs at the same school site.

Tighten the vocational education curriculum removing slack and improving time on task. Such tightening will be necessary to allow time for the added emphasis on academics in vocational education.

Participate in in-service training to improve teaching skills and allow greater application for the teaching of academic foundations in the vocational education setting. Open communications and coordination are necessary to strengthen the relationship between academic and vocational personnel.

Analyze scheduling options to allow adequate time for the applied academic curriculum. The amount of time historically allocated to vocational education may need to be altered to allow for stronger academic foundations.

All of the above strategies for action are contained within the new vocational Program Options. These program options, available for the first time in the 1985-86 school year, have been met with enthusiasm. Though these options in programming will differ slightly among school districts, the expected outcomes are basically the same. Vocational education students participating in programs that will initiate the new options can gain stronger academic foundations related to their chosen vocational skill area. This will be possible because a team composed of a certified academic teacher(s) and vocational teachers will work together to provide academic content and principles related to the student's chosen vocational skill area. This team will not only work jointly to determine content and teacher strategies but will also have continuous interaction to coordinate the academic and vocational content throughout the school year. Classes in math, science, and/or communications taught by an academically certified teaching can provide graduation credit while at the same time provide critical basic information needed by the students as a foundation on which to build vocational skills. Enrollment growth and an increase in academic-vocational interaction and understanding are additional outcomes.

Efforts to strengthen the academic foundations of vocational education can provide a "we can" approach not only to vocational education curricula

but also to education curricula as a whole. Focusing on the general intent of the program options;

WE CAN assist students with life-long learning skills. Clearly, academics are fundamental to occupational programs, but they are significant factors, as well, in learning how to learn. This learning-how-to-learn is paramount to the retraining and reorienting of individuals encountering new jobs which occur five to seven times in the average person's work life.

WE CAN motivate students to learn both the vocational and academic skills. In The Unfinished Agenda, the National Commission on Secondary Vocational Education noted that vocational education is frequently "the catalyst that reawakens" student interest in school and "sparks a renewed interest in academics." This reawakening and sparking of interest has been evident in vocational programs in Ohio which have stressed applied academics.

WE CAN broaden opportunities for academic students. Students in the college preparatory track who have the opportunity to see the theories of math, science, or communication put to practice have a scope that is widened in terms of realism. The meaning of the subject matter is expanded.

WE CAN broaden opportunities for vocational students. Students in vocational programs have the opportunity to see that the practices and activities within their respective skill areas are based on sound principles and theory that carry over to other program areas.

WE CAN alter the perception of the public toward certain disciplines. School in which the vocational programs encompass principles of mathematics, physics, chemistry, and advanced communication will foster a more positive image of both vocational and academic programs.

WE CAN be pace-setters in the educational arena. Critics have urged that education needs to be more applied, more concrete, more related to the real world. A basic and accepted principle of teaching and learning relates relevancy and application to increased comprehension. Despite this, many academic classes function with little or no application. Vocational education, on the other hand, has by its very nature a history of applied learning. The marriage of vocational and academic content can provide the vocational education community opportunities for leadership in instructional redesign.

WE CAN help vocational students accelerate the pace and depth of understanding of their skill development. When students comprehend the principles upon which the application of knowledge is based they will be better equipped to see

application and relevancy of newly evolving knowledge. This will allow a greater level of efficiency and effectiveness in the classroom and on the job.

Whether or not your school district chooses to offer the new program options for vocational education you can strengthen the academic foundations of your skill area. You can foster a spirit of cooperation and coordination among academic and vocational teachers. The final outcome-young men and women possessing skill competence built on a foundation of academic principles-is worth the extra effort.

For further information contact Supervisor for Communications and Interagency Initiatives, Ohio Department of Education, Division of Vocational and Career Education, 65 S. Front Street, Room 907, Columbus, Ohio, 43266-0308, phone 614-466-3430.

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EQUITY

OFFICE OF CIVIL RIGHTS

SEX EQUITY
IN VOCATIONAL EDUCATION

HANDICAPPED EQUITY

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LEGAL MANDATES GOVERNING CIVIL RIGHTS IN VOCATIONAL EDUCATION

To ensure equity in vocational education programs and activities regardless of race, color, national origin, sex and handicap, there are a number of civil rights authorities which govern vocational education:

1. Title VI of the Civil Rights Act of 1964 (P.L. 88-352)

   Prohibits discrimination on the basis of race, color and national origin. Activities which are prohibited include:

   * Denying an individual any service, financial aid, or other benefits provided under the program.
   * Providing different services, aids, benefits.
   * Subjecting individuals to separate/segregated treatment.
   * Denying or limiting an advantage/privilege enjoyed by others in the program.
   * Requiring different admission, enrollment, quotas, eligibility, membership in order to be provided services of the program.
   * Denying an opportunity to participate as a member of a planning or advisory group which is an integral part of the program.

   The following are some examples of cases which have arisen in vocational education of policies and practices which are in non-compliance with Title VI:

   * Over-representation of minority students in special vocational programs for Developmentally Handicapped (DH).
   * The use of one test as a basis for admissions into a regional vocational technical high school results in the admission of 26 percent black applicants and 60 percent white applicants (both groups had approximately the same number of applicants). No link of the test to program performance has been established.
   * Administrators of entrance examinations do not provide assistance to limited-English speaking applicants because of an inability to speak their language.
   * National origin minority students, although assigned to guidance counselors, receive counseling only from one teacher who is not a qualified counselor.

* A public vocational school accepts students from a private school without obtaining assurances of the non-discrimination status of the private school.

* A vocational program has 41 percent minority enrollment when minority students constitute 2.5 percent of the student population in the district.

* Disciplinary sanctions demonstrate a discriminatory pattern--e.g., a higher percentage of black students are suspended, for equal or lesser offenses (and for such an offense as "insubordination" which is vague and open to considerable discretion).

2. Title IX of the Education Amendments of 1972 (P.L. 92-310)

Prohibits discrimination on the basis of sex. Activities which are prohibited under Title IX include:

* The denial of an individual of any service or financial or other benefits provided under the program, specifically in terms of: access to courses and programs; counseling and guidance; physical education and athletics; vocational education programs; and extracurricular activities.

* The provision of different aids, benefits, or services.

* Denial or limitation of any advantage or privilege enjoyed by others in the program.

* The application of different rules, sanctions, or other treatment to any person.

* The application of any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state tuition, on the basis of sex.

* Discriminatory admissions policies, including:

  - ranking applicants separately on the basis of sex;
  - applying admissions quotas;
  - administering any test or criterion which has a disproportionately adverse effect on members of one sex, or which doesn't validly predict success in the education program;
  - making pre-admission inquiry as to the marital status of an applicant;

- giving preferences or recruiting in predominantly single sex schools unless the pool of applicants includes roughly equivalent numbers of males and females; and
- discriminating against any person on the basis of pregnancy.

There have been many documented cases of sex discrimination in vocational education. Below are some examples of such cases:

* Separate referral lists of boys and girls are maintained for a work-study program because some employers want only one sex for specific jobs.

* A female vocational education instructor applies for a teaching position: although she has favorable ratings, she is not given the job because the position includes coaching the boy's basketball team.

* There are references to gender in course descriptions such as "for the young bachelor" or "to acquaint girls with an auto."

* No comparable toilet facilities exist for females in an area of a school in which traditionally male courses are offered.

* A female resident who continues to reside in the same state but marries a non-resident loses her residence status (and this is not applied reciprocally to males).

* Nine out of 12 vocational education courses have students of one sex exclusively, yet the self-evaluation does not assure that this is not the result of discrimination in counseling, appraisal materials or other forms.

3. Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112)

Recipient of federal financial assistance may not through contractual, licensing, or other arrangements discriminate on the basis of handicap by:

* denying a qualified handicapped person the opportunity to benefit from an aid, benefit, or service;

* providing an aid, benefit, service not equal to that provided to others (the term "equal" is intended to encompass the concept of "equivalent" as opposed to "identical");

* providing different or separate aid, benefit, or services, "unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others";

* restricting the enjoyment of any advantage/privilege enjoyed by others in the program; and

* denying an opportunity for a qualified handicapped person to participate as a member of planning or advisory boards.

Policies or practices which have been taken from vocational education settings and are in non-compliance with Section 504 include the following examples:

* A person with a speech impediment is highly qualified for a job which does not require one to speak clearly, yet the applicant is not given to job based on poor performance on a oral test.

* The use of IQ scores on an application to a regional vocational technical high school.

* Assignment of all handicapped students to one guidance counselor.

* In placing handicapped students in vocational programs for mentally handicapped students, the school did not demonstrate that regular placement is not workable.

* All special education students in grades 6-12 are required to attend a vocational education program in the afternoon, while there is no such requirement for non-handicapped students.

* A handicapped student is denied the opportunity to enroll in the Cosmetology Program because school officials felt the student would be unable to pass the State licensing examination.

4. The U.S. Office for Civil Rights Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap

Prohibits discrimination in vocational education programs on the basis of race, color, national origin, sex and handicap. These guidelines provide the framework for the implementation by the Ohio Division of Vocational Education of the following civil rights compliance efforts:

* Collecting and analyzing civil rights related data of school districts and post-secondary schools receiving federal financial assistance.

* Conducting periodic compliance reviews of selected school districts and post-secondary schools and notification of steps needed to attain compliance through voluntary action.

* Providing technical assistance upon request to school districts and post-secondary schools.

* Periodically reporting the Division's activities to implement the Methods of Administration (MOA) to the Office for Civil Rights.

The OCR guidelines emphasize six major civil rights issues in vocational education:

* Eligibility requirements, such as residence within a geographic area or admissions tests.

* Lack of program accessibility for handicapped students; for example, separate annexes, inaccessible facilities, and inadequate evaluation procedures.

* Vocational schools/programs established for students of one protected class and continued as segregated institutions.

* Denial of students with limited proficiency in English an equal opportunity to participate in vocational education programs.

* Inadequate protection against discrimination in the placement of students in work settings.

* Assignment of faculty and staff to vocational education programs on the basis of race, national origin, sex and handicap.

The guidelines describe the major civil rights requirements of Title VI, Title IX and Section 504 as they apply to vocational education. Discussion of discrimination, including examples of discriminatory practices is presented in relation to six aspects of vocational education:

* Distribution of Federal Financial Assistance - Funding formulas may not discriminate, but may incorporate a factor for protected classes to compensate for past discrimination. Criteria for awarding competitive grants or contracts must be non-discriminatory and equal information must be provided to all potential applicants.

* Access and Admissions - Several areas are identified as possible sources for discrimination: criteria for eligibility (e.g., admissions cannot be limited to a set number from each sending school); site selection; facility segregation; eligibility based on residence; additions and renovations to existing facilities; and lack of programs providing for limited English speaking students and equal access for handicapped students.

The guidelines assume that vocational education programs are voluntarily enrolled in by students and do not intend that protected class students should be forced to enroll in vocational education programs. The guidelines seek to ensure that no individual is denied an opportunity to participate in a vocational education program on the basis of race, color, national origin, sex, or handicap.

* Counseling and Prevocational Programs - Counseling programs (including counseling materials, recruitment activities, and promotional activities) must avoid restrictive recommendations for protected class members and be adapted for limited English speaking and vision or hearing impaired students.

* Equal Opportunity in Educational Activities - This includes accommodations for handicapped students, financial assistance, housing and facilities.

* Placement - Provisions must be made to ensure non-discrimination in terms of access to and treatment in such components of vocational education programs as work-study, cooperative vocational education, apprenticeships, and job placement.

* Employment of Faculty and Staff - Areas addressed in the guidelines include recruitment, patterns of discrimination, salary policies, employment opportunities and reasonable accommodations for handicapped individuals and affirmative action.

For further information contact:

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SEX EQUITY IN VOCATIONAL EDUCATION

INTRODUCTION
WHAT IS SEX EQUITY?

Sex Equity is freedom from favoritism based on sex. The intent is to ensure that all students, both male and female, have the freedom of basing their vocational goals on individual interests, aptitudes, and abilities. The goal of sex equity is to provide unrestricted opportunities for all people. When a student is able to make a decision without the influences of sex discrimination, sex bias, and sex-role stereotyping, that students benefit by coming one step closer to the person he or she wants to be. Vocational educators are in a position to help bring about this atmosphere of exploration and independent choice.

Sex equity activities are deliberate efforts to build partnership skills, enhance people's ability to work together productively, build stable and satisfying family relationships, expand career opportunities, achieve economic and political equity, and eliminate sex bias, sex-role stereotyping and sex discrimination.

Information contained in this booklet was compiled to assist vocational educators in dealing with reported areas of concern. Hopefully, addressing these topics will enable vocational educators to employ methods to prevent sex discrimination, sex bias, and sex-role stereotyping from entering the vocational education process. The topics are as follows: glossary; legal basis for sex equity in vocational education; the changing American labor force; nontraditional students: recruitment, retention and placement; sex-fair classroom, teaching and instructional materials; student-teacher interaction; and cooperative vocational education.

GLOSSARY OF SEX EQUITY TERMS

Sex equity is a condition of equality under which males and females are encouraged to consider options and make choices based on their abilities, interests, and goals, not on sex-role stereotypes and expectations. In addition, there are other terms related to sex equity as follows:

Nontraditional Programs - those in which the enrollment of one sex is 0 - 20%; occupations which have traditionally been held by members of one sex. For example, carpentry is a nontraditional occupation for women; nursing, for men.

Sex Bias - behavior resulting from the assumption that one sex is superior is the other.

Sex Discrimination - any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

Sex Fairness - treating both sexes in the same manner.

Sex Stereotyping - attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.

Title II of the Carl D. Perkins Vocational Education Act of 1984 - requires vocational educators to take affirmative steps to eliminate sex bias and sex stereotyping in vocational programs.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex in programs and activities receiving Federal financial assistance.

LEGAL BASIS FOR SEX EQUITY IN VOCATIONAL EDUCATION

Vocational educators have more than economic, social and humanistic reasons for implementing sex-fair education. Two major pieces of legislation provide the legal basis for sex equity. The legislation directed at achieving sex equity in education is Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984.

Title IX of the Education Amendments of 1972

Title IX was passed by Congress in 1972 to address sex discrimination in education. Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving federal funds.

Title IX

* requires that persons may be not be excluded from, denied participation in, or be treated differently in education programs on the basis of sex

* requires each school district to designate a Title IX coordinator, and to have grievance procedures for complaints of Title IX violations

* prohibits sex discrimination in:

  - admission to vocational schools
  - student access to courses and programs
  - guidance and counseling tests, materials, and practices
  - vocational education programs
  - treatment of married and/or pregnant students
  - use of facilities and equipment
  - employment of education personnel
  - cooperative vocational education and job placement services

Title II of the Carl D. Perkins Vocational Education Act

Sex equity was first mentioned in federal vocational education legislation in 1976. States were required to hire a full-time person to work in eliminating sex bias and stereotyping from vocational programs. The sex equity provisions are expanded and emphasized in the Perkins Act of 1984. As in the 1976 legislation, states are required to assign one person to work at achieving sex equity and providing resources to meet the

vocational needs of single parents and homemakers. Funding for these two activities accompanied the Act.

There are three themes in the sex equity provisions: (1) Assisting single parents, homemakers, and young women to gain marketable skills, (2) Creating greater access by women to a broad range of occupations, (3) Reducing the limiting effect of sex-role stereotyping.

THE CHANGING AMERICAN LABOR FORCE

The changes which have occurred since World War II in the labor market have had the greatest impact on women. The overwhelming increase in the participation of all ages of women in the work force was the most dramatic post-war change. In 1950, women were less than 30 percent of the labor force; in 1983, they were 44 percent of the labor force (U.S. Department of Labor, 1984).

The following information on women's current economic activity was obtained form the U. S. Department of Labor, Bureau of Labor Statistics:

* The proportion of women who are in the labor force has grown one-third in 1950 to more than one-half today.

* Since 1970, nearly half of the increase in the female labor force has been among women age 25 to 34. Today, 1 out of 4 women workers is in this age group.

* Although participation rates for men continue to exceed those for women, the gap has narrowed considerably. Men were 2 1/2 times as likely as women to be in the labor force in 1950 but only 1 1/2 times as likely today.

* In the early 1960's, about half the women in the United States were keeping house fulltime while 37 percent were in the labor force. By 1982, these proportions were reversed—53 percent were working or looking for work while 35 percent were keeping house.

* Three out of four employed adult women are full-time workers, compared with more than 9 out of 10 men and less than half of all teenagers.

* On the other hand, women now work in a greater variety of professional fields than in the past. A decade ago, about three-fifths of all women employed in professional fields were either teachers or nurses. By 1982, that proportion had declined to one-half.

* The number of years an average 20 year old women could expect to spend in the labor force nearly doubled between 1950 and 1977, rising from 14 1/2 years to 26 years. In contrast, the worklife expectancy of a 20 year old man drifted down from about 41 1/2 to 37 years over the same period.

* Working women are in the same relative earnings position compared to men as they were in the past, averaging about 63 cents for every dollar earned by men.

* In March 1983, 26 million wives, or 51 percent of all married women, were working or looking for work. Twenty years earlier, only a third were in the labor force.

* This sweeping change in women's role in our society has significantly affected the workplace and the family. For example, in 1982 more than four out of every 10 workers were women; families where both husband and wife worked outside the home accounted for 52 percent of all married-couple families; and nearly 55 percent of all children had working mothers.

* In March 1984, 32.7 million children, or 56 percent of all children under 18 years of age, had a mother in the labor force.

* The mothers of more than 45 percent of all youngsters below age 6 and of nearly 60 percent of those 6 to 17 years were in the labor force.

* One of every six families was maintained by a woman in March 1984.

* The growth in the number of families maintained by women far outpaced that of other families. From 1972 to 1982, their number increased by 57 percent to a total of 9.7 million, compared with a 10 percent increase for other families.

* In 1981, about 3.4 million families maintained by women--1 out of every 3--were in poverty, compared with 1 out of 16 married couple families.

* Most men and women work for the same reason, economic necessity. Some economic reasons include:

  - the need for two incomes because of inflation
  - the husband is unemployed or unable to work
  - the woman is the head of the household, widowed, divorced or separated from her husband

* Some other factors contributing to the increased number of women in the labor force include:

  - lower birth rate, fewer children
  - higher educational levels of women
  - shorter, more flexible hours
  - more women choosing not to marry
  - longer age expectancy of women than men

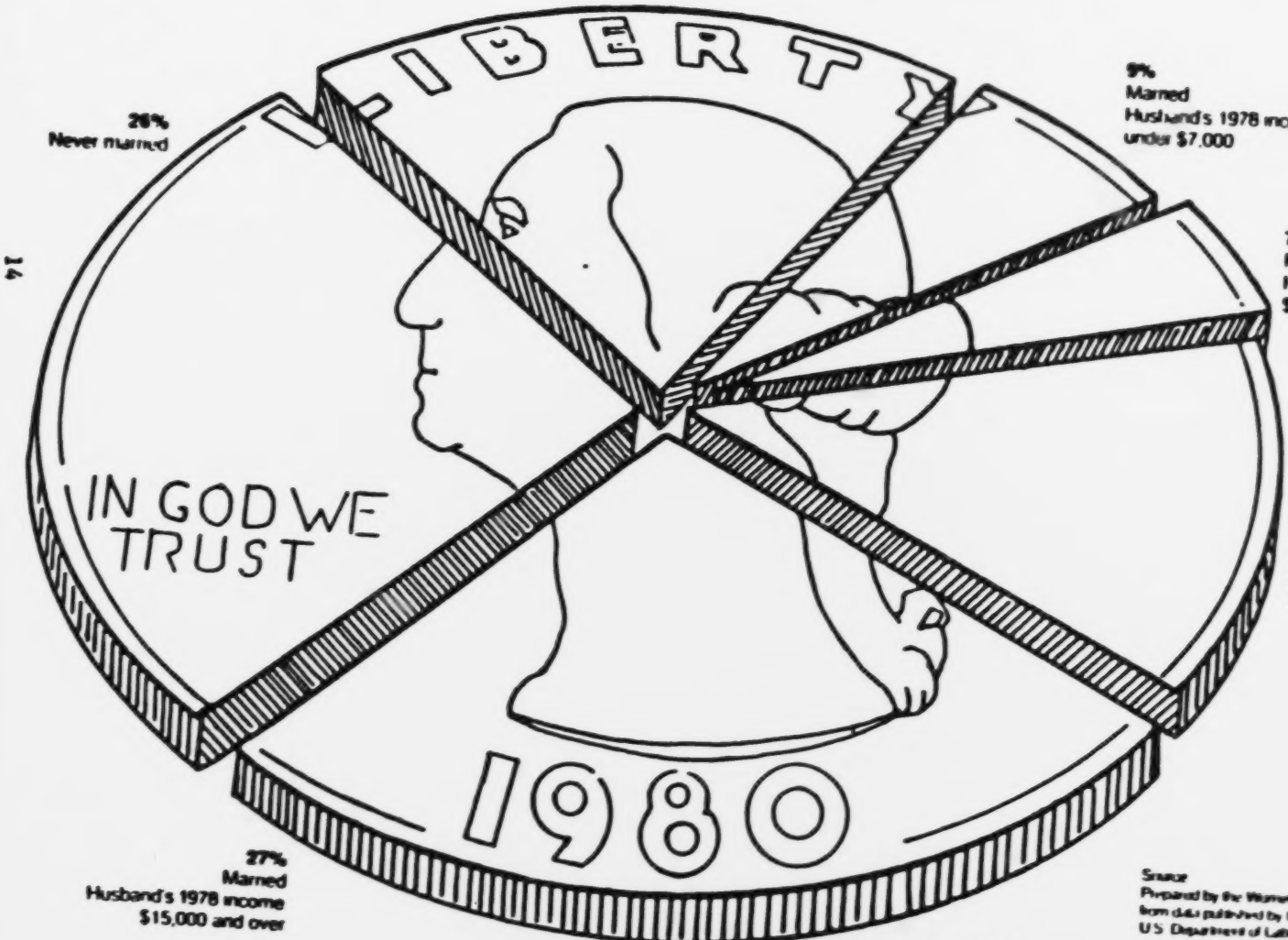
The changes in the population, family, home and work force of out society have some important implications for vocational education. By understanding these changes and the meaning of such information for

programs, course content and everyday teaching, we can better prepare students for the world in which they live.

Source: U. S. Department of Labor (1979, 1980, 1983, 1984). Bureau of Labor Statistics. Washington, DC: Department of Labor.

Most women work because of economic need

Women in the Labor Force: March 1979



19%
Widowed, divorced, or separated

26%
Never married

9%
Married
Husband's 1978 income under $7,000

7%
Married
Husband's 1978 income $7,000-$9,999

13%
Married
Husband's 1978 income $10,000-$14,999

27%
Married
Husband's 1978 income $15,000 and over

Source
Prepared by the Women's Bureau, Office of the Secretary
from data published by the Bureau of Labor Statistics
U.S. Department of Labor

October 1980

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NONTRADITIONAL STUDENTS: RECRUITMENT, RETENTION, AND PLACEMENT

Recruitment

Vocational educators need to maintain commitment to increasing the participation of males and females in nontraditional vocational programs. Improving the methods by which vocational education is delivered to the nontraditional student is the first step in attaining the ultimate goal of student employment. The following strategies will be a positive factor in recruiting and increasing the number of nontraditional students in the future.

* Provide students with sufficient information and opportunities to explore a variety of training options
* Develop personal contact with business and industrial employers
* Assess personal attitudes toward nontraditional students and workers
* Sponsor break-in classes to help eliminate unfamiliarity of terms, tools, and procedures
* Provide parents with information on nontraditional careers
* Structure a hands-on pre-exploration class for younger students
* Have a person from business or industry responsible for affirmative action and equal employment opportunities speak at the school and in the community about nontraditional employment opportunities
* Change course title and revise course description to attract both sexes
* Help educate employers about the roles of women and men in the work force, their abilities to do the job, and the reasons why they work
* Use bias-free language in publications; photographs, brochures and slide/tape presentations should show males and females in a variety of work and home roles

Retention

Efforts to meet the needs of females and males in nontraditional programs have focused predominately on females in order to increase the number of females pursuing nontraditional occupations and expand their representation in a broad range of training programs. Where females have entered nontraditional programs, they often find that they are the only female in the class or, at best, one of the very few females. Programs preparing females and males for this situation and providing support for them have been developed by some school districts. This is the second step in attaining the ultimate goal of student employment. The following are suggestions to increase the retention of nontraditional students.

* Encourage participation in vocationally-related extracurricular activities, such as the vocational student organizations
* Place several nontraditional students in the same class
* Encourage nontraditional students to "stick it out" for the first few weeks because problems of acceptance usually are resolved
* Provide support groups where nontraditional students can come together to share problems, concerns and solutions
* Encourage students to develop and work toward realistic vocational goals
* Emphasize each student's strengths to maximize his or her potential
* Encourage students to plan to continue their education (advanced training, perhaps retraining) after employment
* Keep open communication with students
* Have fair and consistent discipline, safety regulations, dress standards, achievement expectations, and grading procedures

Placement

Changing economic and social forces have created a new challenge to educators to must meet the vocational needs of their students. Finding appropriate jobs for vocational students is the final step in the overall goal of vocational teachers. The task of placing students in jobs that coincide with their career goals and current skills in a challenging one. The list below will aid vocational teachers in placing all students in including nontraditional students.

* Have a functioning advisory committee which includes male and female members

* Regularly contact personnel directors and affirmative action officers in your area to find out projected openings and to learn the qualifications required of those openings

* Make a card file identifying potential employers in your area; note which ones have hired nontraditional students in the past

* Provide potential employers with a directory of vocational programs including brief descriptions of the skills taught in the programs and extracurricular activities in which students can become involved

* Keep in touch with employers and students after they have been placed; assist both in addressing and reducing work-related problems

* Openly address the concerns of employers and employees regarding non-traditional students and their role in the labor force, such as:

  - discrimination in pay and other conditions of employment
  - lack of acceptance by co-workers
  - inability or unwillingness of co-workers to adjust to the non-traditional worker or to assist in on-the-job training
  - lack of restroom facilities
  - harassment from co-workers and/or supervisor

* Have a knowledge of the nondiscrimination laws which apply to employment

The goal of vocational education is to prepare a competent, well-qualified work force. Sex equity principles build on this concept by ensuring that all available human resources will be prepared and developed and that job placement and selection will be based on skills and aptitudes rather than the perceived appropriateness of traditional sex roles.

Successful nontraditional placement not only benefits students, employers, and the larger society, but they also benefit the schools. Successful nontraditional workers encourage, and therefore, recruit other students into nontraditional careers by serving as role models.

In schools where concerted efforts are made to provide students with an awareness of nontraditional program options and career opportunities, there are significantly greater numbers of nontraditional students.

SEX-FAIR CLASSROOM

Most teachers are unaware of any bias in their behavior. However, studies indicate that teachers do have a different set of expectations, behavior standards, rewards and punishments for female and male students.

By completing the following checklists, you will identify areas in which improvement is needed.

CLASSROOM CHECKLIST

ITEM	YES	NO	NOT SURE
1. Do bulletin boards and displays apply to all students in the classroom?	___	___	___
2. Are students of both sexes encouraged to enroll in all classes?	___	___	___
3. Do your textbooks and other written materials show examples of men and women in nontraditional roles and careers?	___	___	___
4. Do the activities you do in class apply to all students in the classroom?		___	___
5. Are all students expected to do the same kinds and amounts of work?	___	___	___
6. Do students have equal opportunities to do tasks?	___	___	___
7. Is the classroom environment interesting to all students regardless of sex, race, or ability?	___	___	___
8. If a job placement is related to this class, are all students provided equal opportunities?	___	___	___
9. Is you non-verbal behavior free of bias?	___	___	___
10. Do your textbooks and other written materials include examples of persons with varied cultural backgrounds in a wide range of careers?	___	___	___

ITEM	YES	NO	NOT SURE
11. Are females asked to do light work and secretarial chores, while males are asked to do heavy work?	___	___	___
12. Are males taken less seriously than females?	___	___	___
13. Does the teacher have higher expectations for women than men students?	___	___	___
14. Are textbooks and current resource materials sex fair in photographs and language?	___	___	___
15. Do you fell it more important to help males to sort out career options than it is to help females?	___	___	___

SEX-FAIR TEACHING

Children are continuously exposed to sexist messages in almost every aspect of their lives. Therefore attaining results from nonsexist teaching is difficult. Teachers are influential in just a small part of a child's life. But teachers must continue to try to make students aware of the messages that society delivers.

Guidelines for Nonsexist Teaching

1. **Nonsexist teaching should be continuous and integral to daily instruction**

    * Research shows that the attitudes and behaviors of children, particularly girls, can become less stereotyped after they read nonsexist materials.

    * Teachers need to incorporate nonsexist materials, books, activities, and lessons on a continual basis in the day-to-day teaching of students.

    * If written information is boxed off or isolated or a separate lesson is taught on changing roles for men and women, the message is that the topic is an interesting diversion but not really an important issue for children to learn.

2. **Nonsexist teaching must direct attention to the stereotypes and problems that affect boys as well as girls.**

    * When talking about nonsexist teaching we need to pay attention to the harmful impact of stereotyping on male as well as female students.

3. **Nonsexist teaching must also be concerned with discrimination on the basis of race/ethnicity/religion/class/ age/ and handicap.**

    * Nonsexist teaching must be broad in its application and should work toward confronting prejudice and discrimination in its widest sense.

    * Nonsexist teaching should highlight and celebrate the rich diversity that comprises contemporary society.

4. **Nonsexist teaching should be a partnership between the teachers and parents and community members**

   * Explain to the parents what you're doing in your classroom so that they can reinforce these lessons at home.

   * If parents are resistant and even hostile, explain to them what nonsexist teaching is about and why it is an important educational issue.

   * Explain how nonsexist teaching may work toward improving boys' achievement scores in reading and girls' achievement scores in math.

5. **Nonsexist teaching is a total process. It should involve all aspects of the classroom environment.**

   Nonsexist teaching involves the total classroom including:

   * The physical arrangement and organization of your room

   * verbal and nonverbal classroom language and interaction

   * selection and use of print and audiovisual curricular materials

   * development of classroom lessons, units, and learning centers

6. **Nonsexist teaching is good teaching.**

   * Enthusiasm, humor, creativity, patience, careful planning, flexibility, respect for diverse student opinions—these are some of the qualities that characterize good teaching—and they are essential for effective nonsexist teaching.

7. **Nonsexist teaching must include both the affective and cognitive domains**

   * Nonsexist instruction must help students reflect about and examine not only their ideas but also their attitudes and feelings.

8. **Nonsexist teaching is active and affirmative.**

   * Because children are bombarded with sexist messages and signals, nonsexist teaching must be an <u>active</u> and <u>intentional</u> process of incorporating into daily instruction all the materials that teach girls and boys about changing roles and widening options.

Source: Sadker, M. & D. (1982). <u>Sex Equity Handbook for Schools</u>. New York: Longman, Inc.

SEX-FAIR INSTRUCTIONAL MATERIALS

Teachers have a responsibility to determine if the curricular materials they are using treat females and males differentially. If the materials do this, teachers need to take measures to counter this influence. Listed below are indicators of sex fair classroom materials.

1. Sex-free titles are used, such as server instead of waitress/waiter.

2. The language is sex fair, for example, use of he and she, or mutual terms.

3. Occupations are shown as appropriate for both women and men.

4. Males and females are depicted in nontraditional occupations.

5. Males and female are pictured performing a variety of home tasks which are not necessarily traditional for their sex.

6. Both minority and nonminority males and females are pictured equally in varied levels of occupational status and responsibility.

7. Approximately the same number of females and males are portrayed in both active and passive roles throughout the materials.

8. Males and females show a variety of human traits rather than those stereotypic for their sex.

9. Written reference is made to physical appearance only when there is a purpose.

10. Males and females appear in approximately the same number of illustrations throughout the materials.

11. Women and men are not assigned the traditional roles of male as breadwinner as female as caretaker of home and children.

12. Opportunities were not overlooked to present equality in occupational or social roles.

By analyzing the curricular materials the teacher will become more aware of the content in curricular materials. The teacher can then address the attitudes toward men and women. Thus the students will gain an awareness of themselves and others which will expand their horizons and open new opportunities.

COOPERATIVE AND EARLY PLACEMENT VOCATIONAL EDUCATION

School job placement services may not discriminate on the basis of sex. Specifically, a placement service operated by the local educational agency:

* Must "assure" that employers do not discriminate in employment on the basis of sex

* Must obtain assurances of nondiscrimination from potential employers on the training agreement

* May not accept employment requests from or refer any student to employers who:

  - specify that only members of one sex will be considered for positions or that preferential consideration will be given to members of one sex

  - have not furnished assurances of nondiscrimination

* Stop providing referrals to employers who discriminate on the basis of sex in hiring

* May not differentiate on the basis of sex in jobs posted or referrals made

* Should keep records by sex of referrals made and the outcome, including whether students were employed, the position in which they were employed, and the salaries. The recipient should periodically analyze such records to assure nondiscrimination

* Should not refer only males to fields which are predominately "male" while referring females to fields traditionally thought of as "female"

Recommended Statement for Training Agreements:

The employer does not discriminate on the basis of race, color, national origin, sex, or handicap in recruitment, hiring, placement, and pay.

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HANDICAPPED EQUITY

INTRODUCTION

Vocational education has a proud tradition of providing programs for students with differing abilities. This tradition has contributed to the preparation of handicapped students to be productive members of the community. Without vocational education, many handicapped students will not experience the independence and dignity that a job provides.

This section of the manual is designed to assist the vocational teacher in working with this special population of students. We would like to thank the Ohio Council on Vocational Education for allowing us to adapt their publication, Handbook on Mainstreaming, for our needs.

LEGISLATION

Since the early 1900's vocational education has had federal involvement in the expansion and improvement of vocational programs. Public Law 94-482, The Vocational Education Amendments of 1976, include the provision that encouraged vocational education for the handicapped. This required that states interface their vocational plans with special education. Furthermore, ten percent of the basic grant allotment to the states must be set aside to serve the handicapped.

Currently, vocational education is being impacted by the Carl D. Perkins Vocational Education Act of 1984. In this vocational education will continue to be required to serve the handicapped. This act states:

1. equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities;

2. equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to non-handicapped and non-disadvantaged individuals including occupationally specific courses of study, cooperative education and apprenticeship programs;

3. vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized educational plan.

In Ohio, handicapped students are identified as those young people under 22 years who have one or more handicapping conditions. These students may require some kind of modification either in the vocational curriculum or in the equipment used in the vocational program. Aside from the ongoing services of specialized educational personnel such as interpreters, tutors, the vocational special education coordinator, and reading and math specialists. The definition of each handicapping condition as well as a list of behaviors typically exhibited by students in each category follow. In each case, the demonstrated behaviors are specifically listed because they adversely affect the student's educational performance. They may inhibit learning, a primary problem requiring the focus of the vocational instructor. (For extended definitions of handicapping conditions, refer to Ohio Rules for the Education of Handicapped Children.)

A. DEVELOPMENTALLY HANDICAPPED - Significantly subaverage general intellectual functioning existing with deficits in adaptive behavior.

* Short attention span
* Comprehension and memory difficulties
* Difficulty with abstract reasoning
* Poor self-image
* Socialization patterns slow and self-centered

B. SPECIFIC LEARNING DISABILITIES - Disorder in one or more processes in understanding language (spoken and/or written) which may be manifested in an imperfect listening, thinking, reading, writing, spelling, or mathematical ability.

* Either excessive of minimal movement
* Inattention or low motivation
* Perceptual difficulty
* Memory disorders
* Faltering coordination

C. SEVERE BEHAVIOR HANDICAPPED - Long-term mannerisms limiting educational functioning, usually with early onset.

* Unexplained learning inability (not mental, sensory, or physical)
* Inability to work well with peers or teachers
* Atypical behavior(s) under normal conditions
* General unhappiness or depression
* Psychosymptomatic fears with personal/school problems

D. HEARING HANDICAPPED - Includes deaf, which is a condition so severe the student cannot process linguistic information by hearing - or hard of hearing which is a learning impairment which adversely affects child's educational performance.

* Staring at speaker to lipread
* Understanding only partial content
* Double checking content details
* Distracting sound(s) due to hearing aid(s)
* Difficulty following oral commands
* Persistent physical symptoms (headaches/earaches)

E. ORTHOPEDICALLY HANDICAPPED - May include one or more of the following ambulatory problem areas:

* Congenital Anomaly (e.g., Clubfoot, Spina Bifida, Absence of some Member)
* Disease (e.g., Poliomyelitis, Muscular Dystrophy, Bone Tuberculosis)
* Other Areas (e.g., Cerebral Palsy, Amputation, Fractures or Burns which cause contractures)

F. OTHER HEALTH IMPAIRED - An encompassing group characterized by limited strength, vitality, or alertness due to chronic or acute health problems such as:

* Heart Condition
* Asthma
* Hemophelia
* Leukemia
* Cystic Fibrosis
* Diabetes
* Nephritis
* Sickle Cell Anemia

* Epilepsy

* Arthritis

* Multiple Sclerosis

Most health problems in this group are of low incidence; yet they produce similar characteristics:

* Low tolerance for prolonged physical activity

* Slowed work pace

* Lethargic or hyperactive behavior due to medication(s)

* Environmental aggravations (dust, asthma)

G. VISUALLY HANDICAPPED - a visual impairment which even with correction adversely affects a child's educational performance.

H. MULTIHANDICAPPED - An impairment, and/or such concomitant impairment that it is impossible to accommodate in any program other than multihandicapped.

Without vocational education, many handicapped students are unable to prepare for and participate in employment. Through vocational education, such students may realize their maximum potential in the adult world of work.

THE INDIVIDUALIZED EDUCATIONAL PLAN (IEP)

Required by public law 94-142 for all students identified as needing special education services, the Individualized Educational Plan (IEP) is a tool used to ensure appropriate program placement and programming for handicapped students.

The IEP, in its simplest form, is a written document developed during a planning conference involving the individuals most concerned with and responsible for a handicapped student's education -- teachers, the work-study coordinator, the school principal, representation from vocational education, other resource personnel, parents, and the student (if such participation is appropriate and beneficial).

The following components must be addressed and documented by the IEP team:

* A statement of the student's present educational performance levels

* A statement of annual goals, including short-term instructional objectives

* A statement of the specific special education and related services to be provided to the student and the extent to which the student will be able to participate in regular educational programs

* The projected dates for initiation of services and their anticipated duration

* Appropriate objective criteria, evaluation procedures and schedules for determining, at least annually, whether short-term instructional objectives are being met.

Under Public Law 94-142, the definition of special education also includes "vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child." Therefore, the IEP should describe the modifications and adaptation of instruction and equipment and the supportive/related services that are necessary for the handicapped student to participate in vocational education.

STRATEGIES IN TEACHING

Vocational instructors often ask for specific suggestions as to teaching strategies and adaptations which will meet the needs of handicapped students in vocational classrooms and laboratories. The following section addresses those concerns. Problem areas (equipment modification, grading, etc) are treated individually. Where problems affect handicapped students in general, a breakdown of specific handicapping conditions is not attempted; where needed, the individual conditions are addressed.

Many of the suggested strategies and techniques work just as well for nonhandicapped students. This fact serves to remind us that handicapped students are more more like regular students than unlike them. This "how to" section should enable us to better serve ALL vocational students.

Curriculum Adaptation

One of the first tasks faced by a vocational instructor is the organization and development of a course of study for his/her program. Both occupational and individual needs must be considered in assembling a curriculum. These program components are generally stated in terms of competencies each respective vocational requires. Given state-of-the-art technological advancements in the world of work, placement and skills acquisition for the regular student are difficult tasks. With the handicapped student, these components are even more difficult to master. The vocational instructor must precisely identify those competencies required to provide handicapped students with entry-level skills. Once those appropriate skills are identified, the instructor must then rank those competencies in a meaningful way (i.e. chronologically, ascending/descending level of difficulty, most/least important). These basics form the foundation of each student's vocational program. For some handicapped students they may form the entire curriculum, while for others these basics serve as a foundation upon which more complex tasks may later be added.

Even though task mastery is important, the vocational instructor must also address areas other than those required on the job. These might include such things as job seeking and keeping skills, consumer skills, and independent living skills. Some handicapped students mature both physically and mentally at a slower pace than traditional or regular students. They may have an inherent self-concept deficiency to overcome in addition to learning deficiencies. Somehow they feel as though they never quite "measure up." Finally, compounding these variables, is the very real difference in vocational maturity. Thus, meeting the curricular needs of each handicapped student is no small task. The following teaching strategies incorporating equipment/materials modification, altered testing and grading forms, as well as the troubleshooting guide should aid the instructor in more effectively working with handicapped students.

Instructional Techniques

CURRICULUM - Secondary-level curricula for handicapped students should enhance vocational and personal independence and exhibit the following characteristics:

* Individual objectives should specify skill areas, industrial methods, performance criteria, and evaluation methods.
* General performance objectives should specify steps to attain the desired skill(s).
* All objectives should provide frequent monitoring and evaluation of the instructional tactics and student performance.
* Objectives should be short-range and concrete.
* Frequent student feedback should be built into the structure.

ORGANIZATION - Once student objectives are determined, instructions for accomplishing those objectives may have to be modified. The instruction should be:

* Organized: Review the plan. Are the steps logical? Are they sequential? Is later instruction based on material already learned?
* Specific: Students need to know exactly what to do. Point out obvious connections.
* Visual: Whenever possible, demonstrate what must be done using films, slides, drawings, and simple charts and diagrams as aids.
* Divided: Present material in small units and allow time for mastery.
* Checked: Repetition is the key. Check often to see whether students can demonstrate understanding of each task.
* Overlearned: Check periodically to make sure students remember important operations and encourage practice.
* Reinforced: Praise the students for work accomplished, no matter how small the task. New assignments are the result of satisfactory mastery of techniques.

EQUIPMENT/MATERIALS MODIFICATION

The educational progress of special needs students can be enhanced through the selection of appropriate instructional materials. There are a number of factors to consider in evaluating instructional materials for classroom use.

Instructional materials should:

* be written at a level the student can understand;
* include objectives stated in behavioral terms made known to the student;
* include appropriate pre-assessment materials to identify previously mastered skills of the student;
* be designed in a sequential structure, incorporating level of difficulty;
* include instructional objectives that provide a variety of learning activities;
* include short-term, post-assessment activities to measure mastery of content skills.

Modifying Equipment

Much of the equipment used in vocational skill preparation classes by "regular" students can also be used by handicapped students without any or only minor modifications. Such equipment modifications for handicapped students include:

A. HEARING IMPAIRED

* A red light connected to the switch indicating when the machine is in operation.
* Bells connected to a light that turns on when the bell rings. This is applicable on typewriters, class bells, timers, fire alarms, emergency procedures, telephones.

B. VISUALLY HANDICAPPED

* Control dials and switches that are easily accessible.
* Special control dials with actual rather than visual markings — brailled tape or raised marks can be used.
* Auditory rather than visual warning signals.
* Guard plates (where feasible) on power equipment.
* Specially designed communication and measuring tools and other devices are available and should be considered for the visually impaired student on an individual basis.

C. ORTHOPEDICALLY HANDICAPPED

* Guard plates (where feasible) on power equipment.
* Machine switches on power equipment moved for easier accessibility.
* Semi-stationary equipment put on variable height bases.

D. DEVELOPMENTALLY HANDICAPPED

* Use of jigs and fixtures to simplify the production process and/or permit the safe, accurate use of small power tools.

Adapting Printed Materials

Many existing printed materials could be used with handicapped students with any of the following accommodations (based on student needs):

A. Convert Print to Audio Tapes

* Maintain high-quality sound.
* Determine comprehension through oral questions.
* Incorporate periodic breaks in each listening session.

B. Highlight Main Ideas

* Use a translucent felt-tip marker.

* Use a black-out marker.

C. Cut-and-Paste Revision

* Cut out only ideas and concepts you want to present.
* Supply appropriate headings.

D. Translate into Graphic Aids

* Charts
* Graphs
* Maps
* Mock-ups
* Models
* Real objects and materials
* Illustrations

E. Reorganize and Sequence Logically

* Ideas
* Tasks
* Directions

F. Use Advance Organizers

* Outlines
* Pretests
* Unit questions
* Special vocabulary definitions
* Study guides
* Chapter summaries
* Chapter objectives

* Background information

G. Rewrite Materials

* Simplify: Vocabulary Graphic aids Format

* Reduce: Length of sentences, Length of paragraphs, Length of unit or segment

H. Provide for Closure

* Present the material in "retainable" units.

* Establish a time line for completion of assignments

I. Include a Feedback System

* Provide immediate feedback on performance.

* Include self-checking answer keys.

ALTERNATIVE TYPES OF TESTING

By taking some additional planning time, you can enhance their chances of passing and still cover the same material. The following list of DO'S and DON'TS will help you construct effective test materials.

DON'T	DO
1. Use a long list of materials	1. Arrange lists (matching) and material into small, "retainable" units.
2. Rely on single-form or overly long directions.	2. Use clear, precise, uncomplicated directions.
3. Overemphasize negatives.	3. Construct test questions that stress the positive and pertinent.
4. Overwhelm students.	4. Give several short tests over recent material, instead.
5. Depend exclusively on written responses.	5. Allow students to point, give oral answers, and display demonstrations whenever possible.
6. Assume all handicapped students take tests the same way.	6. Individually assess each student and select a test format that guarantees a relative measure of success for each student.
7. Stress timed tests.	7. List point values for each question so students can proportion their time.
8. Forget optimal testing conditions.	8. Place students away from as many distractions as possible and test early in the day.
9. Overlook mastery of tested material.	9. Remember that skills acquisition and mastery are the stressed areas for the real world of work.

By bearing in mind these few, helpful reminders, you can significantly improve your testing skills. More importantly, however, by remembering your student population, you can ensure a relative degree of success and instill a real sense of competition and success in your handicapped students.

ALTERNATIVE METHODS OF GRADING

Before attempting to modify existing grading systems, vocational instructors should check with building administrators to see if proposed changes conform to local district policy. Having done this, there are certain grading alternatives vocational instructors might pursue to benefit handicapped students.

Any grading system should inform: (1) the student of his/her performance in relation to stated goals; (2) parents of the student's progress; (3) the teacher of the student's progress so that he/she can re-evaluate teaching methods, techniques, and possibly even goals and objectives. Testing furnishes some aspects of information used in evaluating; however, the result of evaluation is determining the level of student competency. The Individualized Educational Plan (IEP) for a secondary handicapped student should consider the student's special needs: changes in course requirements, modifications of curricular methods, materials to meet graduation requirements.

Examples

The following types of grading systems can be used for an individual student, based on his/her IEP, or adapted for a whole class or program to meet a wide range of learning needs.

A. MASTERY LEVEL OR PERFORMANCE/SKILLS SYSTEMS — Mastery level systems for determining performance are commonly used. With modifications, criterion systems can be adapted for the handicapped in the traditional secondary system.

This system should allow the teacher and student to determine the type and number of activities to evaluate student progress and be reflected in grades. Mastery systems break the content into several steps. Activities to complete each step may incorporate individual abilities and learning styles.

The majority of criterion systems are a pretest/posttest measure to select a staring point for instruction and to determine completion of content. Thus, when a student demonstrates proficiency at an acceptable level, credit is given and the student progresses to the next level of learning.

Some problems associated with the mastery and criterion systems include large classes and ceiling levels that may be too low for the more advanced student. In addition, these systems require more teacher time and the possibility that students may be rewarded for mediocre work. The budget of the school system may also limit the use of this system.

However, these systems do allow for individualized attention and grading options.

B. STUDENT SELF-COMPARISON — Self-evaluation is strictly individualized. This method measures the gains the student makes toward achieving the objective of the curriculum. It does not compare students in the same class. Competency check lists are another form of self-comparison which have been widely used for basic reading and math skills at the lower elementary grades and in developmentally sequenced curriculum. Such checklists provide an excellent basis for IEP development. These checklists lend themselves to developmental and skill development curricula, some content courses, and vocational preparation programs.

C. CONTRACTING — Contracting for grades has been an outgrowth of applying behavior modification procedures to classroom instruction and has been common practice in many courses at the secondary school. The contract is an agreement between the teacher and student that completing specific activities will meet the requirements for an agreed grade or grading period. Contracting should incorporate the student's abilities as well as levels of achievement and thus lends itself to individualized instruction. When contracting is used for handicapped students, parents should be informed. Contracting should also be noted on the IEP.

D. MULTIPLE GRADES — The premise of multiple grading is to reward the student for progress, even though all areas of achievement may not be satisfactory. One type of multiple grading involves three areas: ability, effort, and achievement. Ability reflects the student's growth in the content area and is based upon the student's expectations of grasping the information presented. Effort reflects the teacher's judgement as to how hard the student tried. Achievement is a comparison of one student's accomplishments to those of other students in the same class. The final grade could be an average of all three grades.

Another variation of this system is to use letter grades with subscript numbers that indicate the student's level of reading or math or writing. An example would be that if a student receives a C^1, this would be interpreted to mean the student's performance was at the average level or C, but instruction was given at the fourth grade reading level. Less stigmatizing might be a coded grade of C^1, C^1, or C^1, with C meaning the student performed C-level work while the subscripts mean the following: C^1, above grade level, C^1 on grade level, and C^1 below grade level.

E. SHARED GRADING — The concept of shared grading implies that at least two teachers are involved in determining a grade for a course of study

and has been used in special education when a resource teacher and regular educator work cooperatively to determine a handicapped student's grade for a course. This system is feasible when the resource teacher is tutoring the student in the same content area(s) taught in the regular classroom. If the handicapped student is enrolled in a regular math class and receives supportive assistance in math from the resource room teacher, then both would cooperatively determine the grade for the math class. Shared grading could use multiple grades, contracts, or mastery systems.

F. POINT SYSTEM — Points are awarded for specific activities and are accumulated. A percentage figure is then applied to determine the various points for grades. If such systems are used, they need to be flexible and give equal weight to learning activities other than paper and pencil tests. Because many handicapped students have difficulty with arithmetic, reading, writing, or working under time constraints, timed tests automatically work to their disadvantage. Moreover, it would help all students, not just handicapped students, to equalize the point values of assignments.

TROUBLESHOOTING GUIDE

Given the extensive, preceding suggestions, the vocational instructor may also need a simplified, on-the-spot method of addressing concerns as they appear in the classroom. The following checklist identifies possible concerns on the left and addresses those concerns on the right.

1. What kind of class arrangement you have? Large group Small group Individual(s) Modules	1. Have you tried? Self-(Programmed) study Peer tutoring Specialist(s) Instructional activities
2. What physical limitations do you have? Size Layout Machines Laboratory Lighting	2. Have you tried? Rearranging Grouping related areas Varying work setting(s)
3. What is accessible to students and what is controlled? Laboratory/Workshop supplies Inventory control Special equipment/ materials	3. Have you made sure? Routine items for work/ cleanup are readily accessible in the work area You, an assistant, or senior student keep stocks current Students sign for equipment/ materials in their use
4. What about classroom rules? Safety Clarity Explicitness Consequences	4. Have you tried? Supervising ALL work areas Differentiated rules (according to ability) Varying responsibility levels Consistency in reward/ punishment

5. How do you present material?
   - Lecture
   - Student participation
   - Tape
   - Demonstration
   - Other

5. Have you tried?

   Varying content:
   - --Amount
   - --Time interval
   - --Level

   Varying structure:
   - --Review, advanced, traditional learner
   - --Memory aids
   - --Active student involvement

   Varying type:
   - --Consider handicapping condition(s)

6. How do you grade?
   - Consistency
   - How
   - When
   - Clarity

6. Have you tried?

   Varying grading system:
   - --Homework
   - --Types of tests
   - --Emphasis (percentages)
   - --Special projects

   Varying reinforcement system(s):
   - --Notes to parent(s)
   - --Nongraded practice(s)
   - --Free time
   - --Special activities
   - --Progress charts

7. How do you practice content?
   - Written
   - Oral
   - Demonstration

7. Have you tried?

   Varying structure:
   - --Time for practice
   - --Direction--Self/Teacher
   - --Difficulty

8. What materials (aids) do you use?
   - Audio-Visual
   - Texts
   - Workbooks
   - Games
   - Projects

8. Have you tried?

   - Copying
   - Recognition
   - Recall with cues
   - Recall without cues

9. How do you test for mastery?
   - Written
   - Oral

9. Do you allow for?
   - Level(s) of difficulty
   - Flexible time interval(s)

SUPPORTIVE SERVICES

Handicapped students can benefit greatly from supportive services along with their participation in vocational education. To ensure success, vocational education supervisors and instructors should coordinate arrangements with special education, vocational rehabilitation, and outside support agencies.

The most common supportive services provided in vocational education include:

* Individual instruction in vocational content areas;
* Reader and/or guide for the blind, interpreter for the deaf, and attendants for the physically handicapped;
* Fundamental individual or small group remedial instruction;
* Specialized vocational counseling (for students and parents);
* Specialized job placement and follow-up services;
* Contracting with outside agencies to provide specialized services the vocational program cannot provide.

Other supportive services such as physical, occupational, and speech therapy as well as medical and psychological evaluations are also needed by many handicapped students in the vocational education setting. The important point to make here is that vocational educators have the aid and expertise of support services personnel available to help them as they seek to serve handicapped students.

Supportive Personnel

Two additional types of special supportive services personnel can assist vocational instructors of handicapped youth; these are the Vocational Special Education Coordinator and the Work-Study Coordinator. In 1982-83, sixty-six Vocational Special Education Coordinators served handicapped youth and their instructors in vocational education settings in Ohio. Many systems also employ numerous Work-Study Coordinators to assist the handicapped in job seeking, preparation, and placement. School districts will have the services of one, both, or neither. Where they exist, their duties are prescribed by the Ohio Rules for the Education of Handicapped Children but will vary according to the needs and dictates of the local district.

VOCATIONAL SPECIAL EDUCATION COORDINATOR — Services provided by this relatively new member of the professional team include:

* Providing assistance in vocational evaluation
* Monitoring students' progress in accordance with the IEP
* Assisting in developing the IEP and vocational education program
* Assisting in developing and modifying curriculum and instructional materials
* Assisting in developing instructional and classroom management techniques
* Providing supplemental instruction as needed
* Providing liaison services to the home school and parents
* Serving as liaison among professionals

WORK-STUDY COORDINATOR — Services of a Work-Study Coordinator shall include the following tasks, which relate to vocational education students in addition to other services for handicapped students in the home school:

* Assisting in developing and delivering a services continuum to meet the needs of students in grades 9-12, which shall include but not be limited to: prevocational services, in-school work experience, sheltered workshop, community work experience, vocational education
* Providing assistance in placing handicapped students
* Facilitating vocational evaluation
* Locating, screening, and evaluating students in work placement stations
* Assisting students in developing positive work behavior and attitudes

Obviously, the Work-Study Coordinator and the Vocational Special Education Coordinator can be of great help to both students and instructors. The key to a successful partnership in providing services to handicapped students is to develop and maintain open and frequent communication among professional team members.

handicapped students may also receive remedial services from the special needs funded math and reading specialists located in many vocational education settings.

Community Services

Many community agencies and organizations offer students supportive services not available through the school system.

Financial, medical, psychological, and other forms of aid are offered by social agencies, churches, clubs, professional and fraternal organizations, civic and service groups as well as by mental health associations and Goodwill Industries.

The vocational instructor should also be aware of potential assistance from state and federal agencies such as rehabilitation and employment services, JTPA programs, and the Social Security Administration.

Of all the potential sources of aid, the Bureau of Vocational Rehabilitation (BVR) is the one that all vocational instructors should understand thoroughly. Their providing direct services to handicapped students makes BVR a valuable member of the vocational education support team.

A partial listing of services that the Bureau of Vocational Rehabilitation (BVR) may provide include:

* Evaluation (medical, psychological, vocational)
* Physical restoration
* Therapeutic services
* Prosthetic devices
* Tools, equipment, licenses
* Employment training
* Counseling
* Transportation
* Job placement

For instance, a handicapped student who is ready for his or her first job (after vocational education training) may need dental treatment before he/she will be accepted by a food service employer. In addition, the student may come from an impoverished family who cannot provide bus money to enable the student to reach his/her prospective job. Further, the employer may require a complete physical examination before hiring any new employee to work in the foods area. BVR can assist this handicapped student by providing dental services, bus ticket money until the student receives the first paycheck, and a medical examination. Such additional services as vocational training will not be provided until after the student leaves the

public school system, but facilitating services may be provided as long as they are not services which the school system can provide.

Once the handicapped student has received services from BVR, his/her file is closed. If that individual loses a job at any time, BVR may open the file and assist him/her in securing another job. If further training is necessary, BVR may contract for such training at no cost to the individual.

JOB PLACEMENT

Perhaps the most fundamental concern of every vocational instructor is appropriate, long-term job placement for students. In times of economic uncertainties and growth of technology, the job placement process becomes more difficult. The placement of handicapped students on jobs seems to some vocational instructors to compound the problem, but that need not be the case if the following guidelines are adhered to:

* Prepare the way for interviews
  - simulate interviews
  - provide "leads' to students
  - help students arrange date of and transportation to the interview
  - call ahead to "introduce" student to interviewer

* Stress student competencies rather than weaknesses, such as:
  - excellent attendance
  - specific skills (help students make list)
  - ability/willingness to follow directions/accept authority
  - good social skills (team worker)

* provide appropriate and frequent follow-up to evaluate:
  - students' interviewing experiences
  - students' adjustment to and questions about new job sites
  - employers' questions about students and/or placement process

The information gained from these suggested procedures may serve not only to assist students in the job placement process but also to provide the basis for continued program change and growth.

More specific suggestions for job placement are contained in the following checklist:

EMPLOYMENT PLACEMENT CHECKLIST

DO	DON'T
1. Review required and acquired skills/techniques.	1. Place students where employers exhibit obvious prejudices.
2. Remind students of skills for each occupational role or title.	2. Permit students to work at menial jobs or those incorporating demeaning tasks.
3. Monitor student placements regularly.	3. Allow students to place themselves in compromising situations.

4. Emphasize the importance of dress, attitude, punctuality.	4. Overload a particular employer with student placements.
5. Follow up interviews with employers to get impressions and answer forgotten questions.	5. Dwell on students' personal deficiencies, except as they affect the work environment.
6. Make sure students attend interviews alone.	6. Discuss salary unless mentioned by the prospective employer.
7. Underscore the importance of being ready to work with a minimum time delay.	7. Use employment agencies that charge a fee for their services.
8. Stress the reality of the work force.	8. Overprotect students from the realities of the work place.

Related Employability Skills

In the areas of job seeking and general employability skills, handicapped vocational students need much help. It is widely recognized that employees do not lose jobs because of a lack of specific work skills nearly as much as from a failure to follow work rules, a poor attitude toward their work, or an inability to get along with their supervisors and/or fellow workers.

In addition, handicapped students need training and sufficient practice in area such as filling out job application forms, writing resumes, interviewing, performing introductions, and practicing other basic social skills. Additional attention on the part of the instructor to basic job seeking-and-keeping skills will result in increased comfort and employability of handicapped students.

Other Concerns

Vocational instructors should be aware that federal legislation prohibits discrimination against the handicapped in the following areas:

* Recruitment
* Hiring
* Layoffs
* Job Assignments
* Sick Leave
* Training Opportunities
* Promotion
* Transfers
* Rates of Pay
* Leaves of Absence
* Fringe Benefits

* Employer-sponsored Activities

Employers often raise questions about possible increased risk factors as well as insurance coverage and premiums involved in hiring handicapped employees.

> Many employers have the misconception that their workmen's compensation premiums will automatically increase if they hire a person with a handicap. Insurance companies do not compute premiums on the basis of the physical condition of employees. Premiums are computed on the basis of the classification of the employer. An employer's classification is determined by the nature of the firm and hazards related to that firm. Appropriately placed persons with handicaps are no more prone to on-the-job accidents than are non-handicapped persons. (Brolin, 1978)

SUMMARY

Vocational instructors and administrators, more than anyone else, have been responsible for the successes of handicapped students who have enrolled in and benefited from vocational education programs. These educators saw the need and met the challenge with innovative practices and professional commitment.

The task is not finished. As special education has provided services not only to increasing numbers of handicapped students but also to more seriously impaired students, so must vocational education seek to increase their accessibility to and successful completion of vocational education programs.

Much of what remains to be done will be a logical extension of current practices. The regular, on-going follow-up procedures employed by all vocational instructors will aid in meeting the day-to-day needs of current students. In addition, the one- and five-year follow-ups required by the Ohio State Department of Education provide more in-depth information. These statistics can serve to evaluate the long-term effects of a vocational education program and can identify the framework of needed programmatic changes which will help handicapped students achieve success in such programs.

This document should aid vocational educators in serving handicapped youth more effectively. It is difficult to make general statements about handicapped individuals because, indeed, they are just that -- individuals. They have individual needs, problems and weaknesses; they also have individual goals, strengths and personalities.

Vocational educators have the opportunity and the challenge to become a significant influence in the lives of handicapped students who seek to achieve human dignity through preparation for their maximum potential involvement in the adult world of work and independent living.

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SERVICES

GUIDANCE SERVICES

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TEACHER'S ROLE IN COMPREHENSIVE GUIDANCE PROGRAMS FOR OHIO YOUTH

INTRODUCTION

The information presented here describes a comprehensive guidance program and the contributions that vocational and academic teachers can make to such a program. Adaptation to meet identified local needs and to make maximum use of personnel and resources is a key to the establishment of a guidance program that will meet the needs of all students. The success of a guidance program depends on the extent to which vocational and academic teachers, administrators, counselors, pupil personnel specialists and parents are actively involved in the total learning environment of students.

Guidance programs at all levels of education share the same goals and provide similar types of services. The implementation of these services at the various levels of education differ according to the particular developmental needs of the students. Teachers, by means of their interaction with students can provide valuable assistance to the counselors.

The success of a comprehensive competency-based guidance program, beginning in the primary grades and continuing into early adulthood, will be enhanced if it is built around a programmatic framework which includes several dimensions described in the following pages.

The Ohio Department of Education, Division of Educational Services, Guidance and Testing Section maintains that effective guidance programs result from a coordinated team effort that are an integral part - instructionally and administratively - of the school program. The written guidance program with its major components should be adopted by local board of education. The guidance services are dimensions of a total guidance program. To be effective, each of the dimensions of the guidance program service must be organized to supplement other guidance services, the instructional program and administrative efforts in such a way that the school's goals and objectives will be achieved. Only then will an environment exist that will allow students to:

* develop self-insight and self-understanding as he or she progresses through school
* develop knowledge of the world of work and the related opportunities and responsibilities
* develop competencies to make choices and to match knowledge of self with information about opportunities and responsibilities
* develop an understanding of the worth and dignity of others

GUIDANCE SERVICES FOR VOCATIONAL TEACHERS

The guidance program in secondary schools must build on or, if necessary, supplement the guidance program initiated at the elementary grades. Vocational as well as other teachers, community personnel, counselors and parents share the responsibility for students to acquire the knowledge, attitudes and skills that will allow them to:

* progress toward and enter productive and rewarding careers
* select and enter vocational and academic courses and other activities based on their interest and aptitudes
* be knowledgeable of and select and capitalize on vocational and educational opportunities beyond high school
* develop and use learning skills
* participate in meaningful opportunities of the school
* develop interpersonal skills

In addition to their work with students, teachers can contribute to the guidance program through:

* Assistance to administrators in:
  - understanding the characteristics of the vocational student population
* Assistance to parents in:
  - understanding their children's vocational and educational progress
  - understanding the opportunities available to their children
* Assistance to counselors in:
  - understanding the vocational or academic programs connected with their subject area
  - helping students to understand the relationship between the subjects taught and the world of work

THE NINE DIMENSIONS OF A GUIDANCE PROGRAM

Dimension I - Information Service

Decisions made by students and concerned adults should be based upon the most accurate and relevant available information. The information service provides for the collection, maintenance and dissemination of current vocational, educational, occupational and personal-social information for use by students, parents, counselors, teachers and administrators.

In consultation with counselors, teachers must use the information to become knowledgeable about:

* the school, including its curriculum, facilities, personnel, procedures and policies

* the world of work to help the student develop an awareness and appreciation of work, a motivation to work and a knowledge of the range of career and vocational opportunities available upon completion of various educational programs

* the wide range of post-secondary vocational and educational opportunities available, including entrance requirements, scholarships and financial aids, curricular offerings, costs and related information

* personal-social development, including the broad field of human relations and the problems of living with one's self and with others

The need for information about career development begins at an early age. Attitude formation with an understanding of the nature of work, an appreciation of work and motivation for work begins in the elementary grades. Later students need information about a wide range of interests, abilities, aptitudes and career opportunities.

Every effort should be made to make these materials and resources available to students, staff and parents, and to young adults who are no longer in school, but who need continuing information in order to make satisfactory life adjustments.

Dimension II - Pupil Appraisal and Record Service

Pupil appraisal and record service are designed to help students examine their potential and achievements. In the primary grades, the focus of this dimension is on the development of a program for early identification of the student's intellectual, physical, emotional and social characteristics which influence the learning process. As students progress

through school, the identification and exploration of their abilities, achievements, interests and aptitudes will enable them to make more relevant educational, career and personal-social decisions.

The motivating effect of this information on students' school work and on their educational and career planning cannot be overemphasized. Students should have access to their own records and receive help in understanding them. Similarly, student data should be used by teachers, curriculum directors and guidance personnel to develop relevant course offerings and to provide needed guidance.

In addition to helping students gain a better understanding of their potential, the appraisal service should also be utilized to identify:

* special talents, abilities, achievements, interests and aptitudes
* difficulties with the learning processes
* special needs resulting from deprivation or from circumstances which create disadvantages
* lower achievement than is expected
* potential dropouts
* those students who could benefit from the services of pupil personnel specialists or from community resources

The coordination of pupil appraisal services throughout the school system is necessary if students, their parents and school personnel are to have accurate, up-to-date information available to them

Dimension III - Group Guidance Service

Through group guidance, students have the opportunity to develop attitudes and values and to gain additional information about themselves and the world in which they live. More specifically, through group guidance, students:

* become oriented to new environmental situations, such as first grade, middle school, junior high school or vocational/senior high school
* develop decision-making skills as they move from the primary grades through the secondary level
* grow in self-understanding and develop a positive attitude toward self, others, and learning
* achieve effective study skills

* demonstrate an understanding and appreciation of the world of work and work processes

* understand the significance and meaning of test results

* learn to make appropriate use of information in educational, career, personal and social decisions

Coordinated group guidance services, with activities arranged in a developmental sequence, are essential and meaningful experiences provided for all students. Planned group experiences can be conducted in small groups, in guidance classes, through special units in regular classes and through assemblies, clubs and activity groups. Leadership and resources for group guidance in the regular classroom.

Dimension IV - Counseling Service

Guidance services include individual and small group counseling by counselors. This highly personalized opportunity for students to discuss their concerns and decisions and foster self-understanding and generating solutions to personal problems; increase their motivation and enhance their ability to make decisions concerning educational and career plans; help them develop harmonious and effective relationships with others; establish and clarify personal values and standards.

Counselors should be readily available to all of the students with whom they work and always maintain the confidentiality of the student-counselor relationship. At the same time, the counselors communicate and consult with teachers, administrators, parents and other concerned adults to provide a collaborative supportive environment to maximize the learning.

Children of all ages encounter developmental problems in the process of growing and maturing. Therefore, counseling should also be an integral part of the elementary school program of guidance services. Through counseling children can:

* see themselves as more adequate in the learning situation

* increase their motivation for learning

* gain greater control and self-direction in the learning process

The readiness of the student and the nature of the problem will determine the counseling techniques and procedures to be applied.

Effective counseling serves teachers by promoting a greater readiness for learning exhibited by emotional stability, motivation, and goal oriented behavior.

Dimension V - Consultative Service

The needs of students can be served best when teachers and other school personnel, parents and community workers consult each other and work together. Policies and procedures must be developed and implemented to provide opportunities for concerned adults to work together for the optimum benefit of students. Therefore, guidance should promote those activities which result in the utilization of all available information and resources to help students.

Through consultation with the counselors:

* teachers and other school personnel have a better understanding of students

* teachers and other school personnel and others can interpret students' test results and record information more meaningfully

* teachers, supervisors and administrators develop a more adequate understanding of the curriculum and instructional needs of students so appropriate programs can be devised

* teachers can relate their course work closely to the career interests of their students and to the world of work

* pupil personnel specialists and teachers can identify students with special needs and secure the assistance needed to meet those needs

* administrators can provide inservice education for the school staff in such areas as pupil appraisal, standardized testing, mental health, career development, and others

* staff are able to make periodic assessments of the school's curriculum to keep it in harmony with changing student needs and community expectations

* teachers can participate actively and effectively on advisory committees to discuss and act upon future vocational and academic changes in the curriculum

Dimension VI - Parent Conference Service

School teachers, other personnel and parents share the responsibility for the education of students. Therefore, parents should provide opportunities for individual and group discussion concerning the personal, social, educational and career development of their children. Leadership for parent conferences is often provided by the counselor, but also involves administrators, teachers and pupil personnel specialists.

Through parent conferences, school personnel and parents can:

* understand and appreciate each other's concerns for responsibilities to the student
* gain an increased understanding of the student's development, potentials, motivations and needs
* be knowledgeable of educational and career opportunities and resources available to the student before, during and after high school
* understand the meaning of standardized test results and their implications for the individual student
* be knowledgeable about school and community resources available to students and parents
* understand the school's guidance program

Dimension VII - Resource Coordination Service

Identification of school and community resources and the establishment of policies and procedures for their use is imperative if the school is to meet the many and varying needs of students. Coordinating the use of these resources is a part of guidance programs. Resource coordination includes the referral of students to pupil personnel specialists, as well as, to community resource agencies.

The counselor in collaboration with the teaching staff should assist individuals and agencies of the community to understand, support and contribute to the school's efforts to meet students' needs. The community resource agencies should communicate pertinent information to school personnel so that recommendations may be formulated. Assurance that the appropriate community agencies and individuals make wise use of student information is imperative.

Non-school resources that are generally available to students, parents and school personnel include those agencies or organizations to which students may be referred for assistance beyond that provided by the school. These resources provide help for individuals who have problems in the areas of physical or mental health, welfare or employment. There are agencies and organizations in the community that provide information about educational, occupational, recreational, social and cultural opportunities. There are also agencies and organizations that have funds, personnel and energy that can be directed toward meeting the needs of students.

Dimension VIII - Placement Service

Placement services provide the skills and knowledge needed by students to obtain employment or take the next step in education or training. It is

a joint teacher/counselor service. Job and educational placement must be given equal emphasis as a part of the career planning and development of each student according to individual needs.

Educational placement at the elementary school level concentrates on properly assigning students to special classes, groups within classes and curricular and extra-curricular activities. Sound placement of students with special abilities, needs or interests can play a major role in motivating students to reap maximum benefits from school.

Educational placement at the secondary school level consists of providing students with information and decision-making skills needed to select appropriate educational/vocational programs including coursework within the curriculum as well as extra-curricular activities. This service also includes helping students obtain admission to appropriate schools, technical institutes, colleges or other postsecondary educational programs.

Job placement includes services to locate employment opportunities and provide students with the employability skills they need to locate, obtain progress in and change jobs. Students must be made aware that they may need continual education in the future to obtain new skills. Thus, it is essential to provide follow-up services that will facilitate the worker's return to education when job skills become obsolete. Vocational teachers with their contacts in the work place provides many opportunities for student employment.

Dimension IX - Evaluation and Planning Service

Evaluation and planning services are year-long as well as year-end activities. It is a continuous process to evaluate both the processes and the products of the guidance program. The use of follow-up, surveys and other data allows for the modification of the guidance program and other elements of the school program. Planning and evaluation design should be one of the initial steps in designing a comprehensive competency-based guidance program. Evaluation will also serve as the basis for the continuing improvement of the total educational program.

Evaluation and research must provide meaningful data to those responsible for improving the school's programs. Information should be gathered by every appropriate means to aid in guidance program improvement and in the assessment of various components of the school. Counselors, teachers, administrators, students, and parents must be involved in the planning and evaluation activities.

It is important to know how well we are achieving our goals. Effective evaluation and follow-up studies at all grade levels help us to know.

While some form of follow-up occurs on more or less continuously at all levels of education, systematic studies of students who have dropped out or who have graduated are also valuable. Information from former students can provide useful data concerning employment patterns and post-high school educational opportunities, and the perceived relevance of their education to

their present needs. Other school evaluations such as Program Review for Improvement, Development and Expansion of Vocational Education and Guidance (PRIDE), the Ohio Department of Education, Division of Elementary and Secondary Education school inspections, and the North Central evaluations are sources of useful information for school program improvement.

For further information contact: John Chatman, Supervisor
Guidance and Testing
Room 719 Ohio Departments Building
65 South Front Street
Columbus, OH 43266-0308
614-466-4590

SERVICES

CAREER DEVELOPMENT/ OCIS

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CAREER DEVELOPMENT PROGRAM

CAREER DEVELOPMENT SERVICE

INTRODUCTION

The Career Development Service of the Ohio Department of Education serves individuals and organizations that facilitate the career development process. The Career Development Service provides leadership and management in the development and marketing of quality educational services and products.

The Career Development Program serves career education coordinators, placement directors, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking.

The Ohio Career Information System serves data center directors, administrators of social service agencies, and end users by providing quality software, inservice training, marketing, and resource networking

CAREER DEVELOPMENT PROGRAM

Career Education Continuum

In Ohio, career education is viewed as a "lifelong learning" process. The concept spans the time from early childhood education experiences through adult continuing education opportunities.

The continuum includes the following programs:

A. "Family Life" and other early childhood education programs that provide the necessary developmental experiences that will insure positive school experiences for children.

B. Career Development Programs begin in kindergarten and continue through grade 12.

C. In grades 11 and 12, students participate in vocational skill training or college preparatory programs.

D. An extensive network of two and four-year colleges and universities and proprietary institutions exists in Ohio to serve the population's advanced training need.

E. A variety of public and private institutions provide continuing education opportunities for adults.

Career Development Model

The Career Development phase of the career education continuum ranges from kindergarten through grade 12. It includes four components.

A. CAREER MOTIVATION (Grades K-6) -- The goals of this component are to help children

* become aware of and develop positive attitudes about themselves and their relationships with others

* appreciate all levels and types of work in our society

* develop an awareness that work is a way of life and a necessary element in the free enterprise system

* understand their importance as individuals in our technological society and be motivated to participate as a productive member of society.

B. CAREER ORIENTATION (grades 7-8) — The goals of the career orientation component are to enable students to

* evaluate their interests, aptitudes, and abilities
* understand the relationship between formal education and occupational requirements
* become aware of the scope and nature of the world of work.

C. CAREER EXPLORATION (Grades 9-10) -- It's at the tenth grade level that high school students in Ohio make their first adult career decision...to pursue a college preparatory program in grades 11 and 12 or enroll in vocational job training programs. The goals of this component are to insure students

* develop necessary decision-making skills
* explore a variety of occupational areas
* make better selection of courses of study for their junior and senior years in high school.

D. CAREER PREPARATION (Grades 11-12) -- The central elements of effective career preparation are vocational job training and postsecondary preparatory programs. The goals of this component are to

* provide young with opportunities for continued career exploration and career decision-making
* help them develop appropriate career attitudes and employability and work adjustment skills
* provide them with guidance and up-to-date information in preparation for the transition from high school to post-secondary education, training, and/or employment.

The "career development" phase of the career education continuum is built upon "Seven Developmental Areas" that are critical for career growth. These seven development areas are as follows:

A. SELF -- Developing a positive self concept and an awareness of individual interests, aptitudes and abilities, feelings, attitudes, and values.

B. INDIVIDUAL AND ENVIRONMENT -- Understanding the individual's role with regard to physical and social environments.

C. ECONOMICS — Becoming aware of the individual's role as a consumer, a producer, and a citizen and understanding our economic system.

D. WORLD OF WORK -- Understanding of the scope and nature of work and occupations.

E. EDUCATION AND TRAINING -- Recognizing that learning is a life-long process and that there is a direct relationship between education and fulfillment of career goals.

F. EMPLOYABILITY AND WORK ADJUSTMENT SKILLS -- Understanding and acquiring the behaviors and attitudes necessary for obtaining and successfully maintaining employment.

G. DECISION-MAKING -- Developing the skills necessary for rational decision-making.

Teacher-Counselor-Administrator Roles in career development include the following:

A. Participation in career development-related awareness and inservice programs to learn basic career education concepts, methods of integrating career education concepts into the curriculum, and up-to-date career information.

B. Implementation of career-related classroom activities.

C. Delivery of career guidance services.

D. Utilization of parents, other members of the community, and community resources in the educational process.

E. Formal recognition of career development through philosophies, policies, and curricula.

Vocational teachers can facilitate the career development process by encouraging students to increase their self-knowledge, decision-making skills, and awareness of occupational and educational information. The interrelationship of these concepts is shown below:

AREAS OF CAREER DEVELOPMENT

KNOWLEDGE OF SELF	+	DECISION-MAKING SKILLS	+	KNOWLEDGE OF WORLD OF WORK
1. Interests		1. Strategies For Acquiring Knowledge		1. Current Occupational Information
2. Capacities — Existing Skills / Aptitudes		2. Strategies For Making Decisions		2. Current Educational Information
3. Values		3. Ability To Differentiate Between Immediate and Long-Range Goals		3. Projected Occupational Information (Future)

Career Development Programs

A strength of Ohio's network of Career Development Programs has been the flexibility to design and implement services that address local needs and take advantage of local resources. Within that context, however, seven critically important services--or "Core Functions"--have been identified that must be addressed by all Career Development Programs in Ohio. A VEPD may wish to provide additional core functions; however, the seven identified below must be offered. The ultimate goals of these core functions is attainment of student outcomes. Operations proposals must clearly demonstrate that these core functions will be implemented and that they are related to the attainment of student outcomes.

Those seven core functions include the following:

* Career Assessment
* Career Information
* Staff Development
* Community Involvement
* Curriculum
* Career-related Instructional Materials
* Coordination of Staff and Activities

Career Education is not Vocational Education

Vocational Education prepares interested students for employment in skilled and technical fields during and after high school. Career Education prepares all students to make career decisions based on what they know about themselves and about the world of work. Vocational Education is one option for preparation for work open to each student. Career Education gives the student, whether vocationally or professionally oriented, the tools to make more valid career decisions as he or she acquires new values and as his or her goals are developed.

Vocational Education is a part of Career Education. Vocational Education students need and will continue to need Career Education.

Career Education is not a School Subject

Career Education is not taught as a class during a regular school day. it is used in all classes so that learning becomes linked with preparation for life. It links all school subjects together in the mind of the student for one purpose: to make education personally and professionally useful.

Career Education is not a Substitute for Basic Education

Career Education emphasizes the basic learning skills of reading, writing, and computing as important tools for living and working. Career Education teaches the use of these basis skills, for decision-making and career pursuits.

Career Education takes all subjects (art, music, literature, history, science, language) and makes them a part of the student's values and goals for a satisfying life.

SOURCES OF ASSISTANCE

The primary source of assistance for existing Career Development Programs, and for VEPD's interested in planning and implementing such programs, is the Career Development Service of the Ohio Department of Education's Division of Vocational and Career Education. The Career Development Service provides leadership, technical assistance, and monitoring for Career Development Programs.

The service office also maintains an up-to-date directory of Ohio's Career Development Programs. Interested VEPD personnel may desire to request a copy of the directory in order to seek technical assistance from individual programs. The state office also maintains a listing of officers for the state's three "Career Councils" — Northern, South-Central, and Southwest. The councils are associations of Career Development Programs that meet regularly for networking, professional development, and cooperative programming.

The major professional organization for career educators in Ohio is the Career Education Association. CEA sponsors an annual conference, publishes a newsletter, pursues private funding to support projects such as curriculum guide development, and keeps decision-makers informed with respect to career education issues.

VOCATIONAL PLACEMENT

The Career Development Service also assists students in making the transition from school to work through the funding and administration of vocational placement directors in VEPD's.

Placement is the ultimate goal of vocational education and a standard measure of success. Without a doubt, "Vocational Placement is the point where the buck stops and the dividends begin!"

Although vocational teachers are the individuals primarily responsible for the placement of students, vocational placement directors assist in the placement process through the coordination of placement activities and direct and continuous contact with the business community. They are a visible link to the community and the symbol of employment.

Placement personnel are knowledgable sources of local, state and national labor market information, who understand the demands of an evolving work force. Their services are particularly important for handicapped, disadvantaged and/or students pursuing goals in non-traditional careers. Placement personnel serve as a vital link between employers and students, (especially for students who lack the human bridges often necessary to secure employment). Finally, placement personnel provide leadership in the completion of long-term and short-term follow-up studies to measure program effectiveness.

SOURCE OF ASSISTANCE

In 1984, placement directors were assigned to the Career Development Service of the Division of Vocational and Career Education for the purposes of funding and administration. As the result of the transfer and statewide regional meetings during February, 1985, the following three-year goals have been established related to vocational placement:

A condition in which written guidelines will have been established for placement directors. Formative objectives related to placement will also have been incorporated within the preparation component of the Ohio Career Development Program.

* A condition in which regional councils and a state task force will be in operation.

* A condition in which a Placement Director's Handbook will have been developed.

* A condition in which employability skills activities will have been incorporated within the preparation component of the Career Development Program.

* A condition in which a uniform system of reporting placement activities will be operational.

Questions regarding the funding, administration or role responsibilities of vocational placement directors should be addressed to:

Career Development Service
Room 901 Ohio Departments Building
65 South Front Street
Columbus, OH 43215
614-466-5718

OCIS: A PRIMARY SOURCE OF OCCUPATIONAL AND EDUCATION INFORMATION

INTRODUCTION

Ohio is a national leader in the development and implementation of a state-wide computerized career information delivery system. The Ohio Career Information System has the largest combined state and national data base in the nation. Ohio is the only state to completely integrate and coordinate the services of Vocational Education, Career Education, the State Occupational Information Coordinating Committee, and a computerized career information system. OCIS has proven to e a valuable resource to individuals at all levels of the career development process.

OCIS is a computer-based guidance information system that provides instantaneous remote access to a wealth of educational and occupational data. The data are organized in several separate "files". Date on 1,044 occupations are included in the Super Occupational File. State information includes employment projections and salary information for 350 occupations in Ohio. The education files include 1,777 four-year colleges, 1,775 two-year colleges, 1,521 graduate schools, and 430 proprietary schools. Other files include national and state financial aid, vocational education, health careers, armed services occupations, adult continuing education, and Ohio career education activities. Simple commands allow the user to enter specific characteristics to identify institutions or occupations of greatest interest.

OCIS is an integral part of the Ohio Department of Education, Division of Vocational and Career Education, Career Development Service. The Ohio Department of Education has distributed OCIS computer tapes to twenty-six state supported computer data centers which have mainframe capacity to provide the program to local school systems. Thirty-six large school districts, postsecondary institutions, and libraries run tapes internally. In all, over five hundred computer terminals are available in locations throughout Ohio to provide career information to students and adults. If you are unsure if your school has OCIS, contact your school guidance office or call the number listed at the end of this section.

FACTS ABOUT OCIS

A. The format and national data base for OCIS is the largest and most frequently used system in the United States.

B. Ohio has the largest state data base integrated with a national data base if any computerized guidance system in the nation.

C. OCIS is the primary delivery format for information generated by the Ohio Occupational Information Coordinating Committee.

D. Ohio is the only state to completely integrate and coordinate the services of Vocational Education, Career Education, SOICC, and a career information delivery system (OCIS).

E. OCIS has proven to be a valuable tool in the implementation of a number of Division goals including: career education, vocational guidance, sex equity, the education of the handicapped, and adult education.

USES OF OCIS

Users can retrieve information from OCIS in one of two ways: the direct method and the search method. In the direct method, the user enters a code number and receives a printout on a specific educational institution, occupation, or source of financial aid. In the search method, the user selects characteristics of particular interest and the computer identifies the educational institutions, occupations, or sources of financial aid that match the characteristics selected.

The school files provide the user with a wealth of relevant data, including address, phone number, tuition costs, academic programs, admission data, extra-curricular activities and other important facts about the school.

The occupational files provide job description, employment and salary data, required levels of training, addresses for related information, and several other important facts regarding occupations.

The financial aid files identify specific sources for scholarships and financial aid.

Vocational teachers and students use OCIS in a variety of ways including the following:

* Occupational printouts can be used to analyze jobs, develop career goals, write specific resumes and prepare for job interviews.

* College or proprietary school printouts can be used to select postsecondary education institutions for further study, or to identify institutions that produce competing graduates.

* Financial aid printouts can be used to identify scholarships and grants for further education.

* Armed services occupation printouts can be used to relate civilian training to military occupations and military occupations to civilian occupations.

* The entire system provides updated occupational and educational information of use to teachers in the development of curriculum.

For additional information, please contact the OCIS staff:

Ohio Career Information Service
Career Development Service
Room 902, Ohio Departments Building
65 South Front Street
Columbus, OH 43215
614-462-6771